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ABSTRACT

This guide identifies the minimum competencies necessary to teach and administer a high school driver and traffic safety education (DTSE) program and provides curricular suggestions for the University of Wisconsin System teacher preparation program. Course descriptions are listed for the following areas: general safety, traffic safety education, emergency care of the injured, problems and materials in driver education, laboratory instruction, behavioral aspects of accident prevention, alcohol and other drugs, methods of traffic safety, and practicum. Each course description contains a list of competencies (e.g., construct a budget report to the board of education for the DTSE program), competency content (e.g., instructional equipment costs, insurance, etc.), suggested learning experiences, and related resources. A complete list of learning experiences follows this section. A "Rules of the Road" test, a teacher's checklist, and a teacher/student exercise concerning drinking and driving are appended. A list of over 200 references (books, films, etc.) is also included. (CT)

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WISCONSIN DRIVER AND TRAFFIC SAFETY EDUCATION TEACHER PREPARATION GUIDE

Under the Direction of
The Wisconsin Department of Public Instruction
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In Accord with
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INTRODUCTION

The goal of this guide is to improve driver and traffic safety education in Wisconsin high schools and teacher preparation programs. The specific purposes are to identify the minimum competencies necessary to teach and administer a high school driver and traffic safety education program and to provide curricular suggestions for the University of Wisconsin System teacher preparation program.

Statewide curriculum guides for high school driver education programs are common, however, few curriculum guides have been developed for driver education teacher preparation. Universities have little guidance in establishing courses that contain common teacher competencies, course content, and learning experiences. This is not to suggest that each program should have a uniform curriculum. Each program must capitalize on the individual strengths of the faculty and facilities. However, to the extent that it is possible, it is recommended that each university organize and offer the basic driver and traffic safety education courses as described in this guide. This should result in a more systematic approach to teacher preparation and a reduction of problems associated with students completing the certification courses on more than one campus.

Prior to this project, few cooperative curriculum efforts were made among the Wisconsin universities. As a result of this project, all six Wisconsin universities preparing driver and traffic safety education teachers have had an opportunity to critically examine their own program and learn about the programs at the other institutions. An exchange of ideas and materials resulted which has been mutually beneficial to all.

This project was formally initiated in 1973 by the Wisconsin Department of Public Instruction with a Highway Safety Grant providing financial support through the Wisconsin Office of Highway Safety Coordination. Impetus for the project was provided from numerous sources. The Wisconsin Coordinating Council on Higher Education (1968), Governor Patrick J. Lucey's Safety Task Force (1971), and the Wisconsin Driver and Traffic Safety Education Association (1971) all recommended the adoption of a 22-credit minor for driver and traffic safety education teacher certification. In 1972, the Wisconsin Technical Committee on Driver Education passed action for this total proposal. Later in 1972, a proposal was made to the Wisconsin State Superintendent's Advisory Committee on Teacher Education to increase the certification requirement to a 22-credit minor. The Committee rejected the proposal, eventually approved a 15-credit semester hour requirement (July 1, 1976), and recommended that greater specification be made of the competencies needed to complete the driver and traffic safety education teaching task. The Wisconsin Department of Public Instruction received funding for this Highway Safety Project from the Wisconsin Office of Highway Safety Coordination to examine the tasks conducted by driver and traffic safety education teachers and the competencies needed to perform these teaching tasks. This project also included recommended content learning experiences, and resources which would aid in the development of the identified competencies.

It should be noted that while identified driver and traffic safety education teacher competencies are incorporated within the guide, it does not represent a competency-based teacher education program. The thrust nationwide in competency-based teacher education is recognized here. This project does not disregard its importance, however, the initial focus here has been upon developing a curriculum which can be implemented in Wisconsin universities with relatively minor program changes. Competency-based teacher education may require some rather radical program changes that were not within the scope of this project nor would be possible for implementation on a statewide basis at this time. For purposes here teacher competencies are defined as the ability to perform teaching functions and the ability to demonstrate acquired knowledge. Further, there are recognized three types of competencies in the teacher education program:

1. General education competencies — those knowledges and skills included in the first two years of the so-called liberal arts portion of an undergraduate degree.
2. Teacher content competencies — those knowledges and skills which are taught by classroom and laboratory teachers.
3. Professional education competencies — those knowledges and skills which are included in the courses or experiences required for certification, for example, methods of teaching and student teaching.

This work focused on the teacher content and professional education competencies. Traffic safety education faculties of the University of Wisconsin System unanimously recommended to the Department of Public Instruction that the competencies identified in this guide be required for the certification of beginning driver and traffic safety education teachers.*

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Supervisor, Driver/Traffic Safety Education
Wisconsin Department of Public Instruction

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* The final project session passed the following recommendation:

All new candidates for certification as of July, 1979, shall have a minimum of a minor (22 semester hours) in traffic safety education and to include student teaching experience in the high school classroom phase of driver education, and a minimum of ten hours of behind-the-wheel instruction with a high school student.

The intent of this recommendation is to allow the certificated practicing teacher to continue with at least the minimum 15-credit credential.

I. COURSE DESCRIPTIONS

A. GENERAL SAFETY

Course Description. Traces the history of the early safety movement with a review of the total safety program: Traffic, school, civil defense, shops, laboratories, home, farm, recreation, fire, disaster and other areas are examined with special emphasis on the role of organizations and education.

Competency	Content	Learning Experiences	Resources
	Accident Problem		
Identify the moral, economic, and social consequences associated with the accident problem.	A. Injury and death toll B. Economic aspects 1. Indirect costs 2. Direct costs C. Social implications	1	189
	Classifications of Accidents A. Types B. Accident experience of males and females, age groups, and socio-economic groups	2, 3, 4	135
	Accident Trends		
Evaluate the reliability and validity of accident and injury data.	Limitations of Accident Statistics Use of accident statistics in developing prevention programs and evaluating the effectiveness of programs	10	138
Define common terms used in safety.	Selected terminology A. Accident B. Hazard C. Risk D. Safety E. Accident Prevention F. Loss Reduction G. Injury H. Damage	5	191 69
Apply accident causation concepts to selected situations.	Accident causation concepts: I. Single-cause A. Acts of God 1. Pre-destination B. Acts of Man 1. Determininism 2. Fatalism 3. Carelessness 4. Elimination of physical hazards 5. Psycho-dynamics a. Accident-proneness b. Accident-repeaters c. Weapons-blunder theory	6	
Identify primary and contributory factors of accidents.	II. Multiple-cause A. Domino Theory	7, 8, 9	44

Competency	Content	Learning Experiences	Resources
Judge the interrelationship of factors contributing to accident causation and injury severity. Describe a concept of accident causation that encompasses the findings from contemporary empirical accident studies.	B. Accident syndrome C. Decision-making theory D. Behavioral theory E. Systems analysis theory F. Epidemiological theory interaction of variables G. Heinrich's iceberg theory		
Evaluate the strengths and weaknesses of selected accident prevention approaches.	Factors in accident prevention: A. Pre-crash, Crash, Post-crash B. Environmental control 1. Recognition of hazards 2. Elimination of hazards 3. Compensation for existing hazards 4. Avoidance of creation of new hazards C. Education D. Psychological approaches E. Three E's concept F. Comprehensive safety programming		189
Describe psychological and sociological factors that are related to accidents.	Psycho-Social Aspects of Safety A. Human causes of accidents B. Effects of emotions C. Individual differences D. Skills E. Habits and attitudes F. Motivation G. Sociological influences	11	29
Distinguish between safe and threatening environments.	Environment or conditions Secure Unsafe	12	
Trace the significant historical developments that gave impetus to accident prevention programs.	Origin and development of the safety movement A. History of safety education 1. Early industrial conditions 2. Legislation 3. Insurance 4. Workmen's compensation laws 5. Mechanical safeguards 6. Disasters 7. Agency and organization influence 8. Schools	111	
Compare past and contemporary philosophies of safety. Predict the influence of selected philosophies of safety on individual behavior and accident prevention programming.	B. Philosophy of Safety 1. Safety first. . . 2. Safety from. . . 3. Safety for. . . 4. Total safety concept	13	117

Competency	Content	Learning Experiences	Resources
	Home Safety		
Identify potential and existing hazards that are associated with rural and urban dwellings.	A. Definition of a home accident B. Dynamics of home accidents C. Accident and injury statistics: 1. within home 2. home playground D. Types and characteristics of home accidents E. Human, product, and environmental hazards F. Prevention of home accidents	14, 23	48
Identify commonly misplaced items, conditions, and unsafe acts that cause falls.	1. Falls a. Stairways b. Bathtub c. Ladders 2. Drownings	15, 16, 17	60 203
Identify basic fire prevention and protection programs.	3. Fires, burns, deaths associated with fire a. the fire triad b. classes of fire c. types of fire extinguishers d. prevention programs	26 27 28	
Describe safe practices related to poisonous substances.	4. Poisons (solids and liquids) a. storage b. labels c. unsafe acts d. house and garden plants e. gasoline, fireplaces, and appliances	18, 19, 20	14 114
Discriminate between toys appropriate for various age groups and the proper environment for use of toys.	5. Toys a. selection of safe toys b. social values and uses of toys c. safe environment for use of toys d. suffocation-ingested object	22	167 127 89, 183
	6. Firearm Safety	24	133, 50
	7. Poisoning by gases and vapors		
List five conditions necessary for the safe use of electrical appliances and hand tools.	8. Electrical Safety a. terminology b. grounding principles c. electrical conductors d. unsafe acts with appliances and hand tools	21	213
Describe the factors necessary for safe use of wood and metal tools. Describe the proper use of yard and garden tools and materials.	9. Construction in the home, wood, and metal shops 10. Garden and yard work a. lawn mowing practices b. selecting a safe lawn mower c. use of lawn and garden fertilizer		
Identify basic fire prevention and protection techniques for the home.	11. Fire prevention techniques a. Elimination of fire hazards b. Personal protective equipment c. Fire extinguisher		63 205

Competency	Content	Learning Experiences	Resources
	G. Home Safety and the Community H. Consumer Product Safety		
Identify hazards associated with farm work and discriminate between safe and unsafe acts.	Farm Safety A. Definition of farm accidents B. Farm accident problem 1. Livestock safety C. Types of farm accidents and their characteristics 1. Agricultural chemicals D. Safe practices E. Prevention of farm accidents F. Environmental, product, and human hazards G. OSHA and the farm		
Identify essential elements of an occupational safety and health program.	Occupational Safety A. Early working conditions in U.S. 1. Three common law doctrines a. assumption of risk b. fellow servant c. contributory negligence B. Federal legislation affecting industrial safety C. Programming and industrial safety 1. Accident Problems D. Principles of Accident Prevention 1. Responsibility 2. Policy statement 3. 100% cooperation by all 4. Supervisor responsibility 5. Off-the-job accidents E. Components of loss control 1. Safe practices 2. Frequency 3. Severity F. Common health hazards in industry 1. Health problems 2. Industrial hygiene 3. Drug G. Methodology of prevention H. Human factor engineering		
Identify protective measures as well as unsafe conditions associated with recreational facilities, equipment, and activities.	Recreational Safety A. Saving others B. Types and classes of recreational safety C. Major causes D. Safe practices E. Societal values related to safe performance	25	136

Competency	Content	Learning Experiences	Resources
Explain the nature of the accident problem in sports and describe principles to guide the development of an accident prevention program.	Safety in Sports A. Nature and scope of the problem B. Types and classes of sports accidents and injuries C. Program advancement 1. Health examination 2. Equipment 3. Policies, standards, and regulations D. Recommendations for improvement		215
Describe basic components of an effective school/community traffic safety education program.	Traffic Safety A. Traffic accident problem B. Types of traffic accidents C. Major contributing factors D. Three E's E. Legislation F. Highway transportation systems G. Highway Safety Act - 1966		
Describe safe pedestrian practices and programs designed for reduction of pedestrian accidents.	Traffic Safety Education Programs A. Pedestrian Programs 1. The school's role 2. Teaching safe pedestrian practices 3. School safety patrols 4. Adult crossing guards 5. Loading and unloading practices by parental transported students		185 91
Describe safe bicycle riding techniques and programs designed for reduction of bicycle accidents.	B. Bicycle Programs 1. Causes of bicycle accidents 2. Bicycle control in the community 3. Inspection programs for bicycles 4. Evaluation of bicycle performance a. Selecting a safe bicycle 5. Traffic laws 6. Hazard recognition		46 91
Describe the role of driver and traffic safety education in the schools.	C. Driver and Traffic Safety Education 1. Goals and principles of the program 2. Objectives of driver education 3. Organization and administration of programs 4. Methods of instruction 5. Supporting organizations and agencies		
List ten potential hazards of school buildings and play areas.	School Safety		

Competency	Content	Learning Experiences	Resources
	A. The School Site 1. The school plant a. Buildings (building codes) b. Playgrounds c. Materials d. Lighting e. Ventilation		47 137
Determine supervising procedures for protection of children at school.	2. Supervision a. Role of the teacher b. Selection of activities c. Establishment of rules d. Arrangement of materials		11
Describe safe transportation practices and procedures for pupils.	B. Transportation To and From School 1. Safe loading and unloading of pupils brought to school by parents 2. School bus safety a. Accident facts b. Steps taken to promote school bus safety		
Identify the techniques used in evaluating school safety programs.	C. Measurement and Evaluation of Safety Program 1. School safety checklists 2. Utilizing accident records		
Identify the role, functions, and services of selected safety organizations and agencies.			

I. COURSE DESCRIPTIONS

B. TRAFFIC SAFETY EDUCATION

Course Description: Presents the traffic problem in today's society with an overview of the concepts used in traffic accident prevention. Human, vehicle, environmental, and legal factors are studied in their relationship to the total problem.

Competency	Content	Learning Experiences	Resources
Describe in statistical and personal terms the magnitude of the traffic accident problem.	Traffic accident problem Deaths, injuries, social and economic factors Influences upon family and community Death rates Classes and types of accidents Classes of roadway user accidents	33	135 210
List the limitations of the accident criteria in determining the scope and nature of the traffic problem.	Limitations of accident statistics	34	196
Describe the major provisions of selected highway safety federal legislation.	White House Conference on Highway Safety-1946 Highway Safety Act-1966 National Traffic and Motor Vehicle Act-1966 Federal Aid Highway Act of 1973	36	131
Explain the purposes of selected traffic safety education programs.	Accident Prevention Programs Driver and Traffic Safety Education Elementary schools Pedestrian Bicycles Snowmobiles School safety patrol Secondary schools History of driver education Factors in rapid growth Adult programs Adult beginning driver programs Defensive driving courses Traffic safety schools Point reduction programs Operating while intoxicated group dynamics Commercial driver training Mass communications		130 1
Differentiate between accident prevention and loss reduction programs.	Loss reduction concept Engineering versus education	37, 38 39	214
Define the driving task.	Driving Task		102
Describe human, vehicle, and environmental factors that influence the driving task.	Human Sensory Mental Psychomotor Social	40	76

Competency	Content	Learning Experiences	Resources
	Vehicle Vehicle type Vehicle sub-system Vehicle defects Environment Roadway characteristics Weather conditions Natural forces		
Define the relation between motor vehicle operation and the sensory channels.	Sensory channels Vision Auditory Tactile Kinesthetic Olfactory		
Evaluate their sensory abilities required for vehicle operation.	Vision Role in driving Visual acuity central peripheral Depth perception Color Night Glare Glare recovery Peripheral Compensation Visual requirements and standards Auditory Role in driving Kinds of reception Requirements Compensations Tactile Importance Kinds Kinesthetic Importance Kinds		
Describe perceptual factors related to driving.	Perceptual factors Selective process Perceptual constancy Figure-ground relationship Veridical Influence of attention, emotions, past experiences, illness, and other factors Role of clues Risk acceptance Peer influence		88

Competency	Content	Learning Experiences	Resources
Describe how temporary psychological factors influence driving behavior.	Emotional upset		
Describe the role of psychological characteristics in influencing driving behavior.	Self-Concept Definition Relationship to behavior		3
	Needs Hierarchy Thwarting of needs and unsafe behavior Motivation Interests, attention, and motives Values	35 42	
Determine the relationship of medical disorders to unsafe performance and accidents.	Disabilities Epilepsy Heart disease Diabetes Hearing deficiency Visual deficiency Mental disorders Skeletal and muscular handicaps Age Minor health problems, colds, hay fever Carbon monoxide Smoking Fatigue Narcolepsy Anxoia Prescription and non-prescription medicine		
Describe the influence of alcohol and other drugs on roadway user performance.	Drugs Types and classification Abuses Uses Effect Over-the-counter consumption Drug combinations Effect on body function Influence on operator performance Alcohol Absorption and distribution Effects on body functions Accident data Abuse Intoxication and testing Assessing alcohol usage Influence on operator Combination of alcohol and other drugs		53

Competency	Content	Learning Experiences	Resources
Evaluate highway design features that contribute to the prevention of crashes or reduction of injury severity.	Relationship of highway design to driving task		108
	Highway design objectives		
	Simplicity		214
	Regularity		
	Uniformity		
	Geometric design		
Develop recommendations for correcting highway engineering safety design errors.	Route continuity		
	Signing		
	Lane balance		
	Exits-Entrances		
	Channelization		
	Providing for driver forgiveness		97
	Elimination of roadside hazards		43
	Minimizing crash impact		82
	Attenuation devices		
	Break-a-way structures		
Identify selected roadside hazards and develop recommendations to correct highway engineering safety design errors.			
Identify the natural laws influencing vehicle control.	Laws of nature	41	
	Energy		
	Friction		
	Centrifugal force		
	Gravity		
	Impact		
	Kinetic energy		
	Coefficient of friction		
	Stopping distances		
	Hydroplaning		
Determine the role of vehicle factors in accident causation and the means to detect potential vehicle problems.	Tires	43	
	Brakes		108
	Steering system		125
	Visability factors		
	Instrumentation layout		
Identify the major components and functions of selected automotive systems.	Automotive Systems	44	67
	Steering	45	204
	Braking		
Recognize the symptoms of vehicle malfunctions breakdowns, and deficiencies.	Suspension system and wheels		
	Transmission		
	Exhaust		
	Lubrication		
	Cooling		
	Electrical		
	Engine		
Determine procedures to safely load objects in the vehicle.	Loading objects in the passenger compartment, trunk, and vehicle roof		
Comprehend the importance of properly loading a vehicle.	Selecting the proper trailer for the trailer and of correctly securing it to the vehicle		

Competency	Content	Learning Experiences	Resources
List the operator capabilities required for safe trailer operation.	Equipping and attaching the trailer Loading the trailer Highway conditions Emergency procedures		194
Explain the procedures for maintaining the vehicle in safe operating condition.	Car lights Tires and wheels Windshield, windows, and mirrors Cooling system		
Describe the safe procedures for utilizing jumper cables to start a vehicle with a defective battery.	Battery and electrical systems Steering and suspension systems Braking system Drive train Car interior and exterior/exhaust systems	53	95
Describe efforts to develop experimental safety vehicles.	Government and industry attempts to develop safety vehicles	46	195 196
Explain the road handling characteristics and safety advantages of selected vehicle styles.	Vehicle Styles Vans Station wagons Pick-up trucks Small, medium, and large-size vehicles	47	33 196
Evaluate the performance characteristics and limitations of different types of vehicles.	Acceleration Deceleration Braking Cornering Directional control Stability		
Evaluate the safety and economical consideration of different types of tires.	Tire construction Tire types - sizes Tire coding	48	
Explain tire maintenance considerations.	Wheel balancing Front-end adjustment Tire rotation Wear bars Tire defects Retreading and regrooving of tires		
Describe ways of avoiding the phenomenon of tire hydroplaning.	Hydroplaning		
Evaluate the merits and demerits of small, medium, and large size vehicles in preventing crashes and minimizing injuries and property damage in the event of a crash.	Crashworthiness of various size, vehicles, e.g. trucks, motorcycles, automobiles	51, 54	35, 96, 109, 180
	Occupant packaging	55	93
Describe a visually safe vehicle.	Interior vehicle obstructions and distortions Exterior vehicle factors	50	

Competency	Content	Learning Experiences	Resources
	Experimental vehicle visibility factors, e.g. color, lights, glare, distortions		5
Determine general criteria of approved child-restraint systems and how they should be utilized.	Types of child-restraints Testing agencies Guidelines for selecting restraint systems	56, 57, 58	38
Explain the role of the federal Dept. of Transportation in establishing automobile safety standards.		49, 52	
Develop a model of the driving task and selected factors that influence the performance of the task.	Driving Task Analysis Perceptual process Human, vehicle, and environmental factors affecting task		102 124 118 108
Describe techniques for defensive driving.	Defensive Driving	59	145
Demonstrate precautions for safe control in selected driving situations and environments.	IPDE process Smith system Scanning Eye-to-eye contact		
Predict distances and changing spatial relationships in traffic situations.	Lateral distance Vehicle positioning Distance to front and rear 2-12 method Changing spatial relationships for maneuvers, parking, following, approaching, intersections, and parking		
Recognize the special hazards of interacting with pedestrians and predict their behavior.	Pedestrians Yielding to pedestrians Hazards pertaining to pedestrians Mid-block crossings Passing stopped vehicles School crossings/areas Crosswalks Parking lots Alleys Hitch-hiking Night driving Non-visible clothing Animals Blind pedestrian Young and aged Drunk pedestrian Motor vehicle laws related to pedestrians		185, 91
Recognize special hazards presented by bicycles to motorists.	Bicycles Motor vehicle laws pertaining to bicycles Overtaking	60	91 23

Competency	Content	Learning Experiences	Resources
	Speed of modern 10-speeds Equipment or loads to side Sounding horn Meeting on wrong side — what to do Yielding in bicycle lanes Lane changes Bicycle routes Bicycle way crossings Turns Dimming vehicle lights when meeting bicycles at night Reflective material on bicycle and driver Bicycle malfunctions Observing hazards to bicyclist when may not be for motor vehicle operator Opening of vehicle doors when parked Cutting off when turning right		22
Describe the necessary driver actions for interacting with motorcycles in traffic.	Motorcycles Motor vehicle laws pertaining to motorcycles Special problems for motorcyclists Stability — balance Stopping characteristics Inclement weather Road and highway conditions Railroad tracks Flying insect and animal hazards Visibility Night driving Passing cycles Turning cycles Following Speed misperception by motorists Intersection hazards Driveways Non-cancelling turn signals		123
Recognize the potential hazards of interacting with snowmobiles and other roadway users.	Snowmobiles Accident and injury experience Causes of snowmobile accidents Motor vehicle laws pertaining to snowmobiles Meeting snowmobiles at night Farm equipment Animal-drawn vehicles Animals Domestic Wild Emergency vehicles Highway maintenance equipment		140
Describe the procedures to follow if trapped in a submerged vehicle.	Submerged vehicles		94

Competency	Content	Learning Experiences	Resources
Determine the need for uniformity for inter-state traffic laws.	Uniform Vehicle Code Model Traffic Ordinances Lawmaking Process Wisconsin Motor Vehicle Laws		
Explain the registration procedures for selected types of vehicles.	Registration of vehicle Registration Provisions relating to registration fees Exception of non-reisdents Registration of dealers, distributors, manufacturers, transporters, and finance companies Penalty for fraudulent practices	61	207 208
Describe the vehicle title law and complete an application for a transfer of vehicle title.	Vehicle title and anti-theft law Certificate of title Transfer of title Anti-theft and anti-fraud provisions	61	208
Interpret the regulations regarding selected types of operator licenses and licensing of driver schools.	Operator's licenses Issuance, expiration and renewal of licenses Cancellation, revocation, and suspension of licenses Unlawful practices relative to licenses Licensing of driver schools and instructors	61	208
Interpret the Wisconsin financial responsibility law.	Financial responsibility Security for past accidents Proof of financial responsibility for the future Financial responsibility for rented vehicles Penalties for violators	61	208
	Civil and criminal liability Civil liability Arrests, bail, penalties		208
Analyze the rules of the road in terms of their regulations and apply them to selected situations.	Rules of the road Driving, meeting, overtaking, and passing Right of way Respective rights, duties of drivers and pedestrians Turning, stopping and required signals Traffic signs, signals, and markings (meaning, function, and types) Required stops Restrictions on stopping and parking Speed restrictions Purposes of regulation speed violations	61	208

Competency	Content	Learning Experiences	Resources
	Kinds of laws Reckless and drunken driving Accidents and accident reports Bicycles and play vehicles Miscellaneous rules		
Determine the legality of selected equipment on automobiles.	Equipment on vehicles Lighting equipment Other equipment Vehicle equipment safety compact	61	208
Explain the regulations relating to size, weight, and load of vehicles.	Size, weight and load Size and load Weight Permits	61	208
Interpret the traffic laws regarding the powers of state and local authorities.	Power of state and local authorities Express regulatory powers Licensing powers		208
Explain the legal and moral procedures to be followed if in involved or non-involved accident.	Handling the accident scene Caring for injured Marking accident scene Obtaining police assistance Traffic direction		208
List procedures for reporting a traffic accident.	Reporting accidents Reportable accident MVD forms Notification of insurance company		208
Describe the different types of insurance coverage and the specific situations that each applies. Describe the advantages and disadvantages of no-fault insurance.	Insurance Types of coverage No-fault insurance		58
Apply the point system to selected illegal driving behaviors.	Point system Assessment of points for violations Accumulation of points to suspension of license Revocation of license Removing restriction of license		

I. COURSE DESCRIPTIONS

C. EMERGENCY CARE OF THE INJURED

Course Description: A combination of methods and procedures for the emergency care of the injured. First aid care, emergency care during disaster, transportation of the injured and disaster preparedness are stressed.

Competency	Content	Learning Experiences	Resources
Describe the role of first aid education in preventing accidents.	Introduction to First Aid Education and Civil Defense Disaster preparedness role in accident prevention Special problems in disaster preparedness Legal aspects with OSHA and State. Terminology Liability Prone Negligence Tort In loco parentis	29	6 (set 1) 80
Apply the standard first aid procedure in a simulated accident situation.	Services and activities of the American Red Cross and State Vocational Board Emergency Government Orientation of standard first aid procedures Surveying the situation, the victim and the environment Notification of authorities Control of observers Notification of relatives		113
Comprehend the structure and functions of selected body systems that are treatable by the first aider.	Structure and function of the human body in relation to first aid Definition of terms Anatomy Physiology Skeleton Joints Ligaments Muscles and tendons Nature of the human skeleton and related structures Nature of the muscular system and related structures The skin as an important protective organ Body structures in relation to incidence and type of injury		6 (sets 2 - 13) 80 49 113 65 71
Define terms related to injuries.	Conditions and injuries requiring knowledge and skill in bandaging techniques Definition of terms Wound Infections Hemorrhage Fracture		6 (set 49) 65

Competency	Content	Learning Experiences	Resources
	Sprain		
	Strain		
	Dislocation		71
	Bandage		
	Dressings		80
	Trauma		
Apply in simulated situation, the correct procedure for care of wounds and administering the proper bandages and dressings.	Wounds		
	Recognition of common types of wounds		6 (set 19)
	Overall objectives of wound care		
	Prevention of wounds		
	Prevention of infections		
	First aid care for wounds		80
	When bleeding is not severe		
	When bleeding is severe		65
	Care for special wounds		
	Bandages and dressings	31	71
	Different types of bandages and dressings		
	Commercial		
	Improvised		
	Demonstration and practice in applying different bandages to various body structures		
	First aid problems associated with wounds and injuries		
Describe the properties of the circulating system associated with bleeding.	Bleeding		6 (set 18)
	Structure and organs of circulation		
	Function and properties of blood		
	Mechanics of circulation		
	Arterial and venous circulatory patterns		71
	Mechanics of circulation		80
Demonstrate the various methods to stop bleeding.	First aid procedures to stop bleeding and assist coagulation		65
	Application of dressings		
	Direct pressure — pressure areas		71
	Limitations to the use of tourniquet		
Describe the causes of shock and demonstrate ways to prevent some.	Shock		
	Recognition of various types		6 (set 17)
	Importance of shock care for all accident victims		
	Causes of shock		
	Signs and symptoms of shock		65
	Prevention of shock		
	First aid care of shock		80
Describe the cause, prevention, rescue, and first aid methods of selected catastrophic accidents.	First Aid Care for Victims of Catastrophic Accidents	32	6 (set 14-16)
	Asphyxia		
	Definitions		80
	Conditions or injuries causing difficulty or inability to breathe		65

Competency	Content	Learning Experiences	Resources
	Importance of establishing an airway		
	Electrocution		71
	Cause and prevention of such accidents		
	Rescue methods		
	First aid		
	Drowning		6 (set 36)
	Basic rules of water safety		
	Rescue methods		
	Demonstration and practice in rescue techniques		
	Artificial respiration		
	Special situations requiring modification of techniques		
	Oral poisoning		
	Preventive measures—over-all objectives	30	6 (set 38)
	Causes of poisoning		
	Signs and symptoms		
	First aid care		
	Accidents involving the musculoskeletal system		
	Review of pertinent terminology		
	Fractures		6 (sets 20-30)
	Over-all objectives for care of fractures		
	Classification of fractures		
	Causes		
	Recognition of signs and symptoms		
	First aid procedures		6 (set 21)
	Demonstration and practice in the application of splints		80
	Improvising equipment		
	Head and face injuries		
	Signs and symptoms of head injury		71
	Common accidents causing head injury		
	First aid		
	Sprains, dislocations, and strains		
	Differentiating between the various injuries		6 (set 19)
	Causes of each		
	First aid care		
	Principles of first aid care for injuries to musculoskeletal system		65
	Immobilizing the affected structure		
	Control bleeding if present		
	Treat for shock		
	Prevent further injury during transportation		
	Demonstration and practice		

Competency	Content	Learning Experiences	Resources
Demonstrate the proper first aid procedures for problems associated with excessive heat and cold.	Emergency Conditions Created by Excessive Heat or Cold		80
	Burns-general information		6 (set 31-35)
	Economic and psychological factors		
	Classification of burns according to severity		
	Thermal		
	Sunburn		65
	Chemical		
	Heat exhaustion and heat stroke		
	Signs and symptoms		
	Differentiating between the two		71
	Prolonged exposure to cold		
	Frostbite		
	General exposure		
Demonstrate correct procedures for transporting the sick and injured.	Transportation of the Sick and the injured		6 (sets 50-54)
	Principles of good transportation of the injured		
	Methods of transfer		65
Describe the hazard potential associated with selected natural and wartime disasters.	First aid in disasters		71
	Kinds of disasters		80
	Natural disasters		
	Hurricanes		
	Tornadoes		
	Blizzards		6 (sets 39-48)
	Floods		
	Fire		
	Bomb scares and threats		
	Wartime disaster		
	Nuclear attack		
	Nuclear blast injuries		
	Nuclear radiation injuries		
	Principles of "Triage"		
	Chemical warfare		
	Biological warfare		

I. COURSE DESCRIPTIONS

D. PROBLEMS AND MATERIALS IN DRIVER EDUCATION

Course Description: Emphasis is placed on the organizational and administrative aspects of a driver and traffic safety education program. Critical issues relative to traffic safety education will also be examined.

Competency	Content	Learning Experiences	Resources
Trace the historical developments of traffic safety education.	Origin and development of driver and traffic safety education		200
	Significant historical events		
	Recognizing the need		
	Federal leadership		
	State leadership		
	Factors inhibiting the growth of driver traffic safety education		128
	Role of traffic safety agencies, Department of Public Instruction, Board of Vocational, Technical, and Adult Education, and Office of Highway Safety Coordination		
	Local organizations		
	Key individuals and groups		
	National conferences on safety and driver education		9, 10, 11
	Rationale for preparing beginning drivers		
	The influence of legislation		
	Teacher education programs		
	Driver education		
Describe the relationship of driver and traffic safety education to the goals of general education.	Driver education as a school function	62	
	The role of the schools in American society		1
	Cardinal principles of education		
	General education in the secondary schools		
	Traffic safety education's place in the school curriculum		
Devise a rationale for including driver and traffic safety education in the school curriculum.	Education of the traffic citizen		16
	Description of traffic citizenship		
Define a set of goals for driver and traffic safety education.	Philosophy of driver and traffic safety education		
	Objectives of DTSE		
	Driver training, driver education, and driver and traffic safety education		16 1 129
Devise a set of driver education program policies.	Organization and administration of driver and traffic safety education		206
	Written school board approved policies		

Competency	Content	Learning Experiences	Resources
	Teacher selection Use of driver education vehicle Weather conditions and driving Selection of students for laboratory instruction Emergency communication Supervision procedures Student behavior policies Handicapped drivers		
Differentiate between secondary and commercial school driver education teacher credentials.	The teacher of driver and traffic safety education Historical background Teacher qualifications and certification In-service education The driver and traffic safety education profession Professional organizations Liability and the teacher Commercial driving school Historical background Instructor qualifications and certification Professional organizations In-service training Program objectives		9, 10
Describe selected administrative tasks to be considered in driver and traffic safety education.	The administration's role and responsibility Administrative driver education tasks Budget and finance Selection and placement of teachers Organization of the program Relationship with state agencies		9
Explain the Wisconsin reimbursement program for high school driver education.	Funding sources Aids formula Cost per pupil formula General aids Categorical aids Private, adult, and commercial school reimbursement policies Payment for partial non-public program	66 67 	 1 206
Determine the procedures to obtain local program approval.	Local approval Faculty involvement Administration approval School board approval		
Explain the Wisconsin Department of Public Instruction criteria for driver and traffic safety education program approval. Correctly complete the Wisconsin DPI approval form.	Public and non-public schools Classroom and laboratory programs Time standards Simulation and multiple-car range replacement time	 66 65	 206

Competency	Content	Learning Experiences	Resources
	Driving time per day Classroom-Laboratory sequence State certification for teachers		
Explain the procedures for students to obtain instruction permits. Describe student, parent, teacher, and license examiner responsibilities in obtaining an instruction permit.	Instruction permits Types Information required Eligibility for permit Driving restrictions Sponsors's signature Notarization of applications Instructor's signature Course beginning and completion dates Strategies in minimizing errors	66	209
Develop a system of maintaining permanent records of student achievement and instructional vehicle use.	Classroom and laboratory records Course completion forms Parental information Vehicle use records		
Devise multi-phase schedules that are consistent with sound principles of learning and meeting at least the minimum Wisconsin DPI time standards.	Two-phase programs Three-phase programs Four-phase programs Cooperative programs fixed-based simulation mobile simulation Block schedules Integrated schedules Modular scheduling Combinations of schedules Homogeneous-Heterogenous grouping Time standards	67	
Construct a budget report to the Board of Education for the DTSE program.	Instructional equipment costs Insurance Cost per pupil, vehicle, and miles driven Teacher costs Laboratory fees	64, 66	
Describe procedures for vehicle selection, procurement, and use.	Vehicle use programs Advantages and limitations of selected vehicle types Agencies involved in vehicle procurement programs Licensing, insuring, and maintaining vehicles	66 68	9
Comprehend the proper use of instructional vehicles.	Legal and ethical use of instructional vehicles Identification as a driver education vehicle Specifications and maintenance advantages and limitations of selected types of vehicles	66	9
Describe a legal, safe, and instructionally sound vehicle.	Required equipment Recommended equipment Advantages and limitations of selected types of vehicles		9

Competency	Content	Learning Experiences	Resources
Describe criteria for the selection of materials and equipment.			
Explain the role of psychophysical tests in driver and traffic safety education.	Learning systems and related material Psychophysical tests and equipment	63	76
Develop a proposal to improve driver and traffic safety education programs.	Proposal format Strategies in proposal writing	69	
Identify sources of specialized driver education equipment.	Funding sources Channels for initiating and submitting proposals Communication strategies		1
Evaluate a school driver and traffic safety education program.	Program Evaluation North Central Association criteria American Driver and Traffic Safety Education Association Wisconsin Department of Public Instruction National Highway Traffic Safety Administration Administration Students Parents Community Traffic Safety Officials Curriculum and instruction Facilities and equipment Staff qualifications		139
Interpret the findings of selected evaluation studies dealing with the effectiveness of high school driver education and commercial driver training schools.	Issues and studies related to the effectiveness of driver and traffic safety education Objectives of driver and traffic safety education		128
Examine the criticism of driver education. Develop and defend a philosophy for the inclusion of driver education in the secondary schools. Evaluate the accident and violation criteria as a guide for the effectiveness of traffic safety countermeasures. Determine alternatives to the accident and violation criteria to measure the effectiveness of driver and traffic safety education. Determine the relationship between accidents and violations.	Accident and violation criteria Past research 1. findings 2. strengths and weaknesses		175
Develop a position of selected professional issues.	Professional issues related to driver and traffic safety education	70	
	A. Paraprofessionals 1. Role in driver and traffic safety education		128

Competency	Content	Learning Experiences	Resources
	2. Paraprofessional experience in other school subjects.		146
	3. Professional associations position regarding paraprofessionals		176 181
	4. Preparation of paraprofessionals		184
	B. Teacher ethics		
	C. The teacher and professional associations		9
	D. Relationship of driver and traffic safety education to school safety		11
	E. Qualifications of driver and traffic safety education teachers		
	F. The role of part-time driver and traffic safety education teachers		
Formulate positive measures to reduce criticism of driver and traffic safety education programs.	Realistic evaluative criteria Increased teacher certification Adequate time Communication of student and program objectives Parental communications Parental involvement Enrollment forms and permission Course description letter Course completion letter Direct communication Communicating to specific publics	71 72	17
Describe a community support program for driver and traffic safety education.	Creating a favorable public image Establishing a public relations contact Cooperating agencies and resource persons Effective use of local media Parent-Teacher cooperative effort		

I. COURSE DESCRIPTIONS

E. LABORATORY INSTRUCTION

Course Description: Designed to provide the student with techniques of the simulation, multiple-car off-street driving, and on-street methods of laboratory instruction.

Competency	Content	Learning Experiences	Resources
Describe the role of simulation instruction in preparing students for the driving task.	Relationship to driving task		2
Describe at least five benefits and five limitations of simulation instruction.	Objectives of simulation Advantages and disadvantages in simulation		
Devise ways of compensating for limitations in teaching simulation.			
Describe six basic principles involved in the transfer of learning from a simulated to a real task.	Transfer of learning Types of transfer Research on transfer in tasks related to driving		57 19
Distinguish between parts of the driving task that will transfer positively and negatively to the on-street driving.	Conditions of transfer of learning Procedural and adjustive responses		84 56
Demonstrate proficiency in operating all the major components of the simulation system and performing outline maintenance and repair of the system.	Operation and care of the simulation system Cars Projector Teacher console Film library Automatic scoring Manual scoring Visual checks Printer Maintenance Repair manual Maintenance contracts Maintenance schedules	73	
Defend the rationale for the selection of content for simulated driving experiences.	Lesson plan format Previewing strategies Teacher's manual		2
Develop instructional plans for each lesson taught in simulation.	Lesson sequence Student seating Selecting appropriate films for simulation objectives	74 76	
Demonstrate proficiency in utilizing selected teaching aids and materials.	Filmstrips, slides and overhead projectors Magnetic and chalk boards Name cards Flashlight pointer Driving manual		
Demonstrate proficient teaching behaviors in a practicum simulation experience.	Orientation of new drivers Introduction to lessons and films Still-framing film Silent projection Directions and instructions Providing feedback to students	75	2

Competency	Content	Learning Experiences	Resources
	Providing clear, interjecting, pertinent information Commentary driving Appropriate and timely mechanical and visual checks Teacher position and role Teacher questioning skills Determining appropriate checks Assessing individual and group performance Follow-up activities to enrich film content Relating simulation to real world driving Relationship of film content to local driving situations		
Develop, employ, and maintain evaluation records relative to the learner's progress in simulated driving experiences.	Daily evaluation: Attitude Motor skills Perceptual skills Knowledge Reaction time Judgments Written and procedural tests Use of unannounced final test Printed scoring		2
Describe the advantages and limitations of various types of simulator installations, optional equipment and design facilities.	Fixed-base Trailer Mobile bus Student response systems Size of room Projection distance Under-the-floor wiring Point light source Model vehicles Remote control TV Computer generated displays		2
Comprehend the conclusions of research applicable to the use and effectiveness of simulators in driver education.	Research Early research on feasibility of driver simulation		72 143
Justify the replacement of on-street with simulated driving experiences.	Simulation and multi-phase programs		178
Interpret state legislative requirements and national policies pertaining to the utilization of simulation instruction.	Department of Public Instruction requirements		
Describe the role of multiple-car off-street driving instruction in preparing students for the driving task.	Definition of multiple-car off-street range Purpose, philosophy, and use Objectives Relationship to driving task		86
Describe and provide the rationale for those psychomotor and perceptual behaviors that should be evaluated in the multiple-car learning experience.	Advantages—disadvantages Characteristics and limitations		2

Competency	Content	Learning Experiences	Resources
	Types of multiple-car ranges Accident experience on ranges		18
Demonstrate proficiency in employing selected teaching techniques.	Orientation of new drivers Visual presentations in classroom Printed policies and regulations Printed driving procedures Directions, instructions and commands Terminology Teacher position Controlling car activities Group drills Individual practice Demonstrations on the facility Anticipation of trouble spots	77	2 18
Develop instructional plans for each lesson. Prepare a rationale for the selection of content for range experience that is supported by research findings.	Lesson plan format Lesson sequence form Simple to complex	79	2
Select and utilize appropriate equipment for the multiple car off-street driving range.	Facility equipment Vehicle equipment Communication equipment		
Describe regulations for operation of communication systems.			18
Describe maintenance and security precautions and procedures pertaining to the multiple-car off-street driving range.	Vehicle storage Securing facility Placement of keys		
Perform selected instructional behaviors with proficiency.	Range and vehicle preparations for instruction Review previous lessons Clear and appropriate explanations and demonstrations Maintain communication with all students Display complete control of range Student weaknesses and problems Provide individual trainee feedback and assistance Correction of errors Provides opportunity for practice Stresses perceptual as well as motor skills Secure all equipment at end of lesson		2 18
Develop, employ and maintain evaluation records relative to the learner's progress in the range learning experience.	Identification of student behavior Checklists Tests Student records		2
Know the conclusions of research applicable to the use and effectiveness of multiple-car off-street driving range in driver education.	Effects on attitude, skill, knowledge, violations and acquired experience Combinations of time variations		72 143

Competency	Content	Learning Experiences	Resources
Describe the characteristics and applications of driving ranges used for instruction in emergency procedures.	Evasive maneuvers Quick braking: Brake and steer combination Quick acceleration Left and right steering Off-roadway recovery Tire blow-outs Skid control Power steering failure Stuck accelerator Operator failures		85 18
Design an instructional plan to prepare students for winter and inclement weather driving situations.	Winter and inclement weather situations A. Policy for instruction in winter driving B. Time schedule C. Orientation schedule D. Driving skill exercises E. Demonstrations F. Facility planning G. Cooperating agencies	78	
Design a multiple-car off-street driving range facility.	Size requirements Site selection and development		
Interpret state legislation requirements and national policies pertaining to the utilization of multiple-car off-street driving instruction.	Learning experience Cost considerations Equipment Avoidance of congestion—conflict areas		18
Explain the role of on-street instruction in preparing beginning drivers for the driving task.	Relationship to the driving task Objectives of on-street instruction Rationale and philosophy Advantages and disadvantages Compensations for limitations and utilizing benefits of on-street instruction	85	13 2
Describe the teacher precautions and behavior required to provide a safe on-street experience.	Inherent dangers of on-street instruction Vehicle control Teacher and learner responsibilities Distribution of time Vehicle equipment Instructional purposes Safety purposes	82	
Identify the procedures for handling emergencies and driver education vehicle malfunction.	Regulation and procedures for use of driver education vehicle Accident procedure Vehicle breakdown Use of radio communications systems		
Devise instructional plans for each on-street lesson. Prepare a rationale for the selection of content for on-street experiences that are supported by research findings.	Lesson plans: Content selection Sources of information Guidelines for selection Developing procedures	81	2

Competency	Content	Learning Experiences	Resources
	Limiting factors in selecting content Guides for organizing content Route selection Sequence of activities		
Demonstrate proficient on-street teaching behaviors in a practicum experience.	Teaching techniques: Position in vehicle Descriptions Demonstrations Directions Verbal aids and reminders Commenting on performance Seizing control Moving manual assistance Commentary driving Route and destination driving Teacher position Use of mirrors Teacher scanning patterns In-vehicle observations Handling emotional upset Maximizing student practice time Utilizing instructional equipment Focusing on the three learning domains Special techniques Immediate and precise feedback Appropriate quantity and quality of feedback Opportunity to correct errors Reinforcement of student route selection Identification of trainee tensions and frustrations	80	2
Devise learning experiences to make observation time relevant.	Observer checklists Observer guidance for maneuver Commentary driving Observer's verbal feedback to driver (positive-negative)	84 86	2
Teach on-street driving to beginning drivers using recognized legal driving procedures. **Prepare trainee materials for on-street lessons.**	Gauges, controls, and instruments Pre-ignition procedures Starting and putting vehicle in motion and stopping Straight-line driving, turn and to curb Lane changes Left and right turns Controlled and uncontrolled intersections Use of mirrors Quick stops Backing vehicle Hazard recognition 2-12 system Distance judgment (interpretation of legal distances)		2

Competency	Content	Learning Experiences	Resources
	IPDE Rural driving Passing Parking: Angle Perpendicular Parallel Turnabouts Night driving Driveway turnabouts Freeway: Access ramps Accelerator lane Lane usage Exit ramps Deceleration lanes Emergency stops Turning around Signs and markings Emergency procedures	87	61
Devise, employ and maintain evaluation records relative to the learning process in on-street driving.	Evaluation: Selected objectives Forms and records Road test Home study and practice Reasonable risks Student-teacher conferences Individual study Individual differences Homogeneous and heterogeneous grouping Review earlier skills Undue repetition Massed and distributed practice Over-control of student	88	2
Conduct self-evlaution via media, supervisory and/or resource personnel.	Instructor self-image and professional improvement 1. communications 2. interpersonal relationships 3. self-growth	83	

I. COURSE DESCRIPTIONS

F. BEHAVIORAL ASPECTS OF ACCIDENT PREVENTION

Course Description: The physiological, medical, psychological, and sociological factors which influence safety behavior, and attempts which have been made to modify unsafe behavior are analyzed.

Competency	Content	Learning Experiences	Resources
Summarizing the effectiveness of legal and educational approaches to influence driver behavior.			
Evaluate the value of legal sanctions as a means of modifying unsafe behavior.	Fear Approaches A. Getting attention B. Securing comprehension C. Skilled performance D. Gaining acceptance E. Strategies of using emotional appeals F. Limitations of the crisis approach		108 79 201 144
	Effectiveness of selected counter-measures 1. Warning letters 2. Suspension 3. Revocation 4. Fines 5. Probation 6. Group and individual counseling 7. OWI program		108 39 100 98 82 198
Evaluate the use of fear and emotional appeals in modifying unsafe behavior.			
Evaluate the effectiveness of traffic safety education programs in influencing driver behavior.	Research factors in driver and traffic safety education 1. Completed studies dealing with the effectiveness of driver and traffic safety education 2. Weaknesses of past research 3. Issues related to the "accident" criteria to measure program effectiveness 4. NHTSA plans to evaluate D.T.S.E.		108 128 82
Explain the reason past research has resulted in ambiguous findings.			
Identify (name) and introduce every member in the class.		89	166
Identify and characterize individual behaviors related to theories of accident causation.	Theories of Accident Causation A. Carelessness B. Physical hazards C. Chance D. Death instinct E. Psychodynamics	90	
Explain the extent to which driver behavior contributes to accident causation and the severity of crashes.	F. Accident proneness G. Accident repeaters H. Style of life I. "Weapons" and "blunder" J. Epidemiological K. Man-machine-environment analysis	91 92	177

Competency	Content	Learning Experiences	Resources
Apply the general elements of the behavioral task to driving a motor vehicle and develop classroom experiences to demonstrate these elements. Determine how perceptual abilities help detect hazards; explain why drivers are limited in their abilities to handle the driving task.	Model of the driving task A. Perception B. Factors affecting task C. Responding D. Decision-making		
Analyze the factors which influence behavior and identify the reasons that drivers fail to compensate for deficiencies. Describe what safety specialists can do to help people become more perceptive through utilization of all senses.	Factors influencing behavior A. Physiological 1. Vision 2. Hearing 3. Proprioceptors 4. Balance 5. Reaction time 6. The task as it affects: a. blood pressure b. galvanic skin response c. breathing rate d. heart beat 7. Accident experience as related to various abilities	94	82
Examine the legal requirements regarding medical aspects of driving. Construct a montage and/or collage related to personal feelings. (Another median of experience and communication.)	B. Medical and Physical Aspects 1. Diseases a. Heart ailments b. Epilepsy c. Diabetes d. Mental disorders 2. Medicines a. Insulin b. Barbituates c. Antihistamines d. Benezedrine 3. Carbon monoxide 4. Age 5. Fatigue 6. Anoxia 7. Smoking 8. Alcohol 9. Physical impairments	96 98 95 97	171 153 151
Determine the origin of feelings and values related to unsafe behavior. Explain how irrational behavior may enhance the self-concept.	Psychological aspects 1. Analysis of the motivational bases for safe and unsafe behavior a. Maslow's need hierarchy b. Relationship of need satisfaction to unsafe behavior	103 104 105 106 107	170 30 145 3 144
Analyze the relationship between selected emotions and behavior. Recommend strategies for dealing with emotional upset.	Emotional factors a. Types of emotions b. Critical factors or condition affecting "average" drivers 1. Temporary emotional stress 2. Divorce 3 Deaths 4. Illness 5. Unemployment	109	148 147 149 150

Competency	Content	Learning Experiences	Resources
	Intelligence and driving		27
	Suicide and driving	110	192 121
Evaluate their own behavior to determine what they do that is contrary to what they know to be safe.	Role of knowledge, values and feelings in influencing behavior	93 111 113	
Judge the relationship of American frontier values and unsafe behavior.	The American value system- independence, self-sufficiency and relative freedom from government regulation	101	106
Describe how the risk-taking need has been exploited via media and business.	individual initiative and self expression (as contrasted to collective, or group, effort); individual responsibility for one's behavior, since almost complete freedom of will is assumed; aggressive competition (as contrasted to cooperation); risk-taking when necessary to achieve a desirable objective; violence when necessary for the preservation of life, law, and order; a basically populist form of social egalitarianism, which holds that "all men are equal" despite dramatic and obvious differences among them in social status and economic power	102 115 116	
	Relationship of selected values to use of the automobile		
Describe the relationship between child-rearing practices and safe behavior.	Influence of child-rearing practices and developmental levels- under-protection over-protection		44
Judge the validity of the "style of life" concept.	Style of life A. Relationship between: 1. gun and traffic accidents 2. anti-social behavior and traffic accidents 3. snowmobile and traffic accidents 4. race car drivers and traffic accidents 5. cities and high homicide rates and traffic accidents	99 100 108	199 212
Determine the need to examine one's own feelings.	Study of Self FROM THE IDEA THAT. . . —Psychological growth just happens without any help from the person growing —Talking about oneself is a sign of conceit	 114	

Competency	Content	Learning Experiences	Resources
	—The self is something one isn't supposed to study in school —All feelings are private and personal and shouldn't be disclosed lest someone take advantage of you —Feelings are too vague and mysterious to talk about or express —This class is an unsafe place in which to disclose one's personal experiencing —Learning about self is scary TO THE IDEA THAT . . . —One can learn to facilitate the direction and rate of one's own psychological growth —Talking about oneself can be helpful in facilitating one's own and other's growth —The self is one of the most important subjects one can study in school —Not all feelings should be private; disclosing feelings sometimes helps one find out more about the feelings he is experiencing —One can learn to be more accurate and descriptive about one's feelings —Feelings are useful data supplied by the body and when recognized can be helpful in creating intelligent action —This class is one of the more comfortable places where personal experiencing can be shared and learned about —Learning about self is scary, exciting and fruitful		
Describe the purposes and rationale of values clarification. **Evaluate the appropriateness of values clarification experiences in driver and traffic safety education.** **Compare the writings of advocate and adversary positions of values clarification.** **Summarize the research findings on values clarification.** **Compare other selected valuing theories to values clarification.** **Describe the procedures for implementing value clarification techniques.**	Value clarification theory Purpose of values clarification Teaching values vs. values clarification Value clarification and grading Criticisms of values clarification Research in values clarification Selected theoretical valuing models Kohlberg's levels and stages of moral development The Meax model for resolving value conflicts Using value clarification in the classroom A. Communication—developing a	 112	169 179 187 81 104 105 172 119 20 75

Competency	Content	Learning Experiences	Resources
	classroom atmosphere conducive to student-student and student-teacher communication B. Selection of issues and value clarification experiences C. Classroom organization (large group, small group and individual) D. Evaluating and improving classroom experiences		
Devise a values curriculum for high school driver and traffic safety education. Demonstrate, via the micro-teaching technique, a value clarification experience.			

I. COURSE DESCRIPTIONS

G. ALCOHOL AND OTHER DRUGS

Course Description: This course consists of an investigation into the physiological, psychological and sociological problems presented by alcohol, alcoholism and drug abuse as they relate to safety education. Instruction from a problematic point of view is utilized to provide students with knowledge for an understanding of alcohol and drug education.

Competency	Content	Learning Experiences	Resources
Describe the origin of alcohol.	Origination of alcohol		122
List the various kinds of alcohol.	Kinds of alcohol		193
Name the kind of alcohol used in alcoholic beverages.	Alcohol and human consumption		
Identify the properties and characteristics of alcoholic beverages.	Properties of ethyl alcohol		142
	Manufacturing of alcohol Beer Wine Distilled spirits		4
Compare the U.S. drinking patterns to those of other countries.	Drinking patterns in the U.S. Patterns of use by age Patterns of use by sex Other economic and social factors		116 77 40
Compare consumer expenditures of alcoholic beverages such as beer, wine and distilled spirits.	Drinking patterns in U.S. compared to other countries Consumption rates per capita Alcoholism rates		126 197
	Consumer expenditures for alcoholic beverages Expenditures per capita Beer Wine Distilled spirits Taxes State Federal Local		42
	Beverage industry employment Advertising revenue Television/radio Newspapers/magazines Other forms of advertising		28 34
	Influence of advertising on drinking Providing stimulus Motivation, repetition and conditioning Group membership Effects of media Conditions of exposure		186
List reasons for alcohol beverage use and abuse.	Reasons for alcohol use and abuse Cultural factors Social factors Religious factors	117 118	45
Differentiate between social and problem drinking.	Problem drinking Low, medium, and high volume drinking	119	
Analyze reasons that some people do not use alcoholic beverages.	Reasons for not using alcoholic beverages		

Competency	Content	Learning Experiences	Resources
	Temperance movement National prohibition		
Describe the physiological effects of ethyl alcohol on the body.	Physiological How alcohol enters the blood stream Absorption and rate of absorption Distribution of absorbed alcohol Relative concentrations Desposition of alcohol by the body Oxidation Urination Breath Perspiration Depressant effects Chemical tests for intoxication (blood, urine, breath, saliva) Medical uses of alcohol Effects on various body organs Combining alcohol and other drugs		36 120 37
Describe the psychological effects of ethyl alcohol on the body.	Psychological Alcohol depressant drug Depress mind Depress body functions Behavioral effects on brain centers Inhibitions Self-confidence Judgment and critical thinking Psychological intoxication Emotions and tensions and other variable effects		66
Analyze the sociological relationships of alcohol and behavior.	Sociological Relationship of alcohol and social problems "accepted" behavior morals Alcohol and personality Alcohol as a custom—social and religious Deviant drinking and family burdens Teenage drinking and delinquency Alcohol and crime	126	151 59 62 41
Interpret statistics of alcohol involvement and traffic safety.	Statistics of alcohol involvement (auto, motorcycle, pedestrian) Accident facts—nationwide Accident facts—State of Wisconsin		7
Describe how alcohol affects the performance ability of the automobile driver, motorcycle operator and pedestrian.	Alcohol effects of the automobile driver, motorcycle operator and pedestrian Blood alcohol levels and driving ability vision judgment motor skill coordination inhibitions and false sense of confidence related to driving tasks (5) IPDE		21 52

Competency	Content	Learning Experiences	Resources
Describe present drinking and driving laws.	Present drinking and driving laws Uniform vehicle code Wisconsin drinking and driving laws Implied consent Penalties		31
Recognize various techniques used in apprehension of a drinking driver.	Apprehension of a drinking driver Determination of BAC—chemical tests Observation of a drinking driver Sobriety tests Use of video tape, movie camera or tape recorder Obtaining convictions	121	
Examine trends in new legislation.	Trends in new legislation	122	8
Identify teenage drinking and driving usage.	Teenage drinking and driving Experience with alcohol beverages Experience with driving Peer pressure, alcohol and the automobile		32
Propose alcohol and traffic safety solutions in addition to legislative approaches.	Solutions other than legislative New morals on drinking and driving Realistic approaches that society can accept, e.g. OWI programs, group dynamics		
Identify the role of alcohol usage and home accidents.	Home Number of accidents and injuries where alcohol was involved Insurance reports Fires Falls Police reports Fights		
Describe the relationship of alcohol usage and crime.	Public Alcohol and crime		
Recognize industry's role for detection of problem drinkers and rehabilitation programs.	Industry Problem drinkers Accidents and injury Absenteeism Work performance Alcoholism Company costs for rehabilitation (policy) Alcoholism rehabilitation programs in industry		
Describe the relationship of alcohol use and recreational accidents.	Recreation Alcohol use during recreational activities Statistics of involvement with snowmobiles Drownings		
Describe the similarities of alcohol to other public health problems.	Alcoholism as a public health problem Stages of alcoholism Behavior Contacts with an alcoholic Police Welfare Hospitals Family		132

Competency	Content	Learning Experiences	Resources
	Disease associated with alcoholism		
List several kinds of treatment available for the alcoholic.	Treatment		
	Medical treatment	123	
	Use of drugs	124	
	Antabuse for therapy	125	
	Psychiatric		
	Problems and issues of treatment		
	The attitude of society toward alcoholics and alcoholism		
	Laws reaction to alcoholics		
	Problems in identification		
	Alcoholics Anonymous		
Explain historical review of alcohol education in schools.	Alcohol Education		
	Historical review of alcohol education in schools		
	Resolution of WCTU		78
	Public school law		
	Effects of Prohibition		
List sources of information for an alcohol education curriculum.	Alcohol education curriculum	127	
	What to teach	128	112
	Methods of instruction		
	Appropriate age level for alcohol education		
	Objectives		
	Review of books, pamphlets, audio-visual aids		212
	Resource people and agencies		
Evaluate the needs for teacher preparation of alcohol instruction.	The teacher of alcohol education		
	Preparation of teachers		24
	Methodology		
Form judgments as to responsibility of school and community involvement for alcohol instruction.	Schools and community relationships	120	
	Acceptance of community to teacher about alcohol		
	Teacher and parent communications		
	Continuation of instruction		
Describe the purpose for using prescription and non-prescription drugs and their effects on the body.	Other drugs		
	Non-prescription drugs (over-the-counter)		
	Reason for use		
	Kinds of drugs		54
	Warnings on labels		
	Prescription drugs	129	70
	Reasons for use		
	Warnings of side effects		
Describe the synergistic effect of alcohol and drugs on the body senses.	Synergistic effect of alcohol and drugs on the body senses		
Differentiate between drug use and drug abuse.	Degree of drug use and abuse		
	Definition		
	Addiction		
	Physical dependency		
	Psychological dependency		
Explain the physical effects of drug abuse.	Physical aspects		
	Withdrawal		
	Tolerance		

Competency	Content	Learning Experiences	Resources
Explain the psychological effects of drug usage.	Psychological aspects Behavioral change Psychological dependence Psychological tolerance		
Examine the various kinds of drugs and the effects on driving ability.	Examination of various drugs and effects on driving ability Narcotics Depressants and tranquilizers Stimulants Hallucinogins and marijuana Solvents and deleriants		
Describe drug laws at state and federal levels.	The law and drug abuse		32
Evaluate the role education on drug abuse is in the home, at school and other social institutions.	Education on drug abuse The home Role of the school Other social institutions	130 131	

I. COURSE DESCRIPTIONS

H. METHODS OF TRAFFIC SAFETY

Course Descriptions: Students will examine curricular and instructional aspects of classroom driver and traffic safety education. Emphasis will be given to selected methods of instruction. Opportunities for micro-teaching will be provided.

Competency	Content	Learning Experiences	Resources
Compare the aims of driver and traffic safety education to general education aims.	Aims of education		
	Aims of driver and traffic safety education		16
Discriminate between different teaching roles.	Definitions of teaching		
Describe the teacher roles that are most appropriate to meet the aims of driver and traffic safety education.	Teacher roles Authority Information giver Manager		110 174
	Issues related to the concept of teaching		
Describe the tasks of driver and traffic safety education teachers.	General teaching tasks	132	92
	Specific driver and traffic safety education teacher tasks		
Define learning.	Teaching-learning process		16
	Skills (teaching how to. . .) knowledges (teaching that. . .) values (teaching to be. . .)		157
Illustrate with an example, the relationship of the learning domains.	The learning domains Taxonomies Hierarchies Interrelationship of the domains Relationship to behavior		24
Judge the merits of selected types of learning in meeting driver and traffic safety education goals.	Types of learning Process versus Content Reception learning Advantages and limitations Inquiry learning Generalizations supported with facts (inductive) Problem-solving (deductive) Advantages and limitations Teacher's role Appropriateness of types of learning to the goals of driver and traffic safety education and to curriculum development	133	99 115 90 154 155
Discern between behavioral and nonbehavioral objectives. Describe the component parts of a behavioral objective.	Instructional objectives Different types of objectives Characteristics of performance objectives		26 103

Competency	Content	Learning Experiences	Resources
	Major classifications of driver and traffic safety objectives		107
Judge the merits and demerits of developing and using behavioral objectives.	Values and limitations of performance		160
	Objectives Provide direction for learning Organizers of subject matter Self-management by students Feedback to the learner with respect to fulfilling the learning task Activate and maintain a certain kind of task reinforcement		
Classify behavioral objectives according to taxonomic category.	Issues regarding behavioral objectives	136	55
	Guidelines to writing of instructional objectives Low vs. high level objectives Intent vs. evidence		74
	Behavioral objectives and the instructional process Strategies for using objectives Model instruction Student role in determining objectives	137	161
Distinguish between objectives representing cognitive, affective and psychomotor domains of learning.	Objectives and the learning domains		159 107
			165
Write at least three behavioral objectives on each level of the learning domains.	Application of behavioral objectives to driver and traffic safety education Uses of behavioral verb definitions		156
Formulate a plan for sequencing classroom and laboratory instruction.	Sequencing instruction Terminal goal Conditions of learning Selected models Sensations, perceptions, concepts and principles (S.P.C.P.) model Bloom's Taxonomy Gagne's Model		
Conduct a content analysis for driver and traffic safety education.	Selection and organization of subject matter Content selection Facts, concepts, and generalizations	138	158
	Generalizations as organizers of content		16
	Concepts as organizers of content Objectives as organizers of content		

Competency	Content	Learning Experiences	Resources
	Priorities with limited time Organization of units and sub-units Integration of classroom and laboratory content State and national recommendations for driver and traffic safety education content		206 129
Formulate learning activities for selected classroom units.	Selection and organization of learning activities Learning and learning theories Definition of a learning acitvity Guidelines to the development of significant learning activities Justifiability Multiple focus Sequence Transferability of acquired knowledge Open-endedness Principles of learning Building learning activity sequences		190
Describe selected approaches to develop student interest in learning activities.	Classroom Procedures Initiating new lessons and units Importance for establishing set motivation Cognitive link Cues Objectives Direct teacher approaches Other approaches, e.g., interest chart, pretest, bulletin board, film		
List the elements of unit and lesson plans.	Planning Units Rationale for teaching by units Kinds of units Elements of a unit plan Planning with the cooperating teacher Planning Daily Lessons Major parts of a lesson plan Use of a lesson plan		
Recognize the characteristics of appropriate assignment procedures.	Assignments Meaningful assignments Planning assignments Making assignments		164
Interpret the theory and techniques of thinking operations. Analyze the logic and determine the value of teaching for thinking. Plan a learning experience based upon a thinking operation.	*Methodology* Teaching strategies for thinking Relationship of thinking to behavior Role of critical thinking in safe behavior Behavior associated with a disregard for the thinking process	134 135	168

Competency	Content	Learning Experiences	Resources
	Symptoms of immature behavior Theory of teaching for thinking "Opportunities" for thinking vs. "How to think" Memorization and the thinking process Discovering personal meaning Inductive—deductive learning	139	68
	Thinking operations Comparing Summarizing Observing Classifying Interpreting Criticizing Looking for assumptions Imagining Collecting and organizing data Hypothesizing Applying facts and principles to new situations Decision-making Designing projects or investigations Describing Developing concepts Differentiating Generalizing Predicting Explaining Offering alternatives		
Determine the relationship between thinking operations, problem-solving and the cognitive taxonomy.	Relationship of thinking operations to taxonomy hierarchy		
Write three questions which are memory/recall and three which are higher order.	The Importance of Good Questions Kinds of questions Relationship of good questions to taxonomy Levels of questions Questions designed for critical thinking Learning by doing and thinking Factors which determine the kind of thinking brought about by a question Slow learners and thinking questions		173
Describe three techniques of handling incorrect responses. Provide rationale for utilizing selected probing techniques.	Planning for questioning Purposes of questions Composing questions Format for short-answer and discussion questions Questioning errors Prompting Seeking	140	203 15

Competency	Content	Learning Experiences	Resources
	Classification Refocusing		
Explain desirable student-teacher interaction and techniques for its achievement.	Interaction Verbal Nonverbal Frequency of teacher talk Interaction analysis Controlling function of teachers Pupils' role in interaction	141	64
Devise a problem-solving learning experience.	Problem-solving (deductive) Content applicability Five-step process Involvement of thinking operations and levels of learning		
Describe three ways case studies can be used in driver and traffic safety education.	Case studies Content applicability Types of case studies, e.g., student prepared and accident investigation studies written and taped		124 25 83 141
Describe selected types of debate styles, procedures for implementation, and identify specific resolutions which are appropriate for debate.	Debates Selecting propositions Organizing teams Researching information Presentation techniques		51
Describe the panel discussion method and procedures for its implementation.	Panel discussions Criteria for utilizing panel discussion method		
Describe the value of field trips and provide examples of pertinent field trips for driver and traffic safety education.	Field trips	144	
List four purposes and procedures of simulation (role playing).	Simulation (role playing) Selection and introduction of a problem Framing and asking questions Conceptualization of roles Select participants Set line of action Assign observation tasks		
	Group Investigation Method		
Evaluate the merits of various types of films.	Films Film selection Film sources Film usage, e.g., introduction and summarizing Film types 1. knowledge 2. attitudes—emotions	145	201

Competency	Content	Learning Experiences	Resources
	3. scare 4. trigger 5. perception		148
Identify the merits of new developments in media designed for driver and traffic safety education.	Selected traffic safety films and filmstrips		
Evaluate and select appropriate instructional resources for driver and traffic safety education.			
Describe salient points of the lecture method.	Lectures Characteristics of a good lecture Reasons that the formal lecture is used so widely Strengths and weaknesses of lecture methods Learning situations in which the lecture would be used effectively Content applicability Individual student differences, e.g., EMR students Planning the lecture Elements of a lecture Delivery of the lecture Evaluation of the lecture		
Describe topics that are appropriate for student demonstrations and the preparation procedures.	Student demonstrations Advantages and limitations Preparing the demonstration Content applicability		
Prepare the student response system for operation.	Student Response Systems Advantages—limitations Program library	146	
Differentiate between appropriate and inappropriate media programs for use in classroom driver and traffic safety education.	Teachers manual System operation Locally prepared student response materials		
Develop a learning activity package on a topic of students' choice.	Individualized Instruction Advantages—limitations		87
Describe individualized instruction and provide a rationale for its use.	Learning activity packages Elements		162
	Content applicability Contracts		152
Design two different contract systems.	Programmed Instruction Advantages—limitations Types of programmed instruction Programmed literature in traffic safety e.g., motorcycle and traffic laws Use with other learning experiences		58
	Educational Television Advantages—limitations Applicability to program objectives		

Competency	Content	Learning Experiences	Resources
	Evaluation of Student Teaching Self-Assessment	142	188 101
Critique the methods used in a demonstration designed to develop cognitive learning.			
Improve the instructional program and professional competencies by keeping up to date on developments in the field of driver and traffic safety education through in-service experiences. Cite activities designed to upgrade competencies of a driver education teacher and state the value of each.	Developing Increasing Competency as a Teacher Fostering professional development Obtaining assistance from organizations for teachers Ethics Improvement of the teaching profession	143	

I. COURSE DESCRIPTIONS

I. PRACTICUM

Course Description: The student teaching experience is designed to provide opportunities for the student to demonstrate the competencies required for teacher certification.

Competency	Content	Learning Experiences	Resources
Identify the human, print, and non-print resources in the practicum location.	Planning for teaching Value of student teaching experience Bridge from theory to practice Preparation for student teaching Getting acquainted with the school and community Understanding roles and relationships Examination of learning materials used in driver and traffic safety education		
Demonstrate knowledge of the school library by providing a list of available traffic safety materials and services.			
Demonstrate their knowledge of additional traffic safety materials by providing a list of available materials and services from sources such as: A-V center Learning resources center School and departmental Public library Department of Public Instruction Free materials and film catalogs	THIS COURSE PROVIDES STUDENTS OPPORTUNITIES TO APPLY THE KNOWLEDGES, SKILLS, AND ATTITUDES THEY HAVE ACQUIRED THROUGH PREVIOUS COURSES. SPECIFIC TEACHING COMPETENCIES WILL BE EVALUATED ON A CONTINUOUS BASIS BY THE HIGH SCHOOL COOPERATING TEACHER AND THE UNIVERSITY TEACHER.		
Name, locate and describe the duties of support personnel such as: Guidance counselors School psychologist Speech therapist Custodians School nurse A-V director Attendance officer Secretaries			
Examine a minimum of 10 cumulative folders and make a list of the kinds of data found in each.			
Establish a counseling relationship with the assistance of the guidance staff, with three students to determine his/her knowledge of the problems, concerns and goals of the students.			
Observe a minimum of 10 different classes taught by 5 or more teachers in areas other than driver and traffic safety education.			

Competency	Content	Learning Experiences	Resources
Record the number of students who verbally participate during the class time observed. Distinguish and record the two types of student participation: a. student response to a teacher's specific question, and b. student initiation of ideas or questions. Record and analyze student-to-student interaction in a classroom.			
Plan, teach and evaluate a lesson using the competency-based instructional format.			
Design a learning module for driver and traffic safety education.			
Use a variety of media for the storage, retrieval, distribution and repetition of knowledge: 1. film strip projector 2. slide projector 3. record player 4. tape recorder 5. video-tape recorder 6. bulletin board 7. overhead projector 8. opaque projector 9. 16 mm film projector 10. student-response system 11. simulation 12. psychophysical equipment			
Demonstrate skills of pausing and redirecting.			
Demonstrate ability to establish preinstructional set.			
Demonstrate skill in handling incorrect responses by criticising the response rather than student, by providing an opportunity for an alternative response, and by rephrasing the question.			
Demonstrate ability to ask low and high order questions.			
Demonstrate skill in probing techniques.			
Demonstrate skill in using the panel discussion method.			
Plan and teach a lesson using case studies.			
Conduct a learning experience with the debate method.			
Demonstrate skill in using the field trip method by planning, executing, and evaluating one field trip.			
Apply the lecture method.			

Competency	Content	Learning Experiences	Resources
Implement unit plans.			
Conduct individualized instruction.			
Conduct a simulation (role playing) experience.			
Implement a contract system.			
Utilize methods of instruction appropriate to the type of learning and objective established.			
Demonstrates skill in making assignments.			
Manage a learning experience specifically designed to provide opportunities for student thinking operations.			
Manage a problem-solving learning experience.			
Guides students to individual inquiry.			
Appropriate film utilization procedures.			
Conduct a lesson with a studnet-response system.			
Manage demonstrations conducted by students.			
Demonstrate skill in conducting selected value clarification experiences.			
Conduct self-evaluations utilizing selected assessment inventories.			

II. LEARNING EXPERIENCES

LEARNING EXPERIENCES

1. Divide class into groups of 4-6 people. Each group prepare a 15-minute report proving that accidents are a major social problem.

2. Discuss what you think are some of the leading causes of death in the U.S. Which of these do you think heads the list for your age group?

3. Assign a survey of accidental deaths whereby students record sex, age, how person died (type) where (class) and reason for four victims. Compile and present to class. Compare these findings to national statistics.

4. Ask students to write on sheet of paper a description and effects of their worst accident. Students share this information in groups and identify implications of accidents for society. Compare to economic and social data compiled for U.S.

5. Students draw a picture of the above accident and write down their definition of the term. Divide class in groups and have them share this information. Once completed, ask them to arrive at a definition for their group. Have one person from each group write its definition on board.

6. Students analyze the assumptions underlying numerous accident prevention programs. They are to determine accident causation concepts upon which the prevention program is based. Students will then compare the comprehensiveness of the approaches used to reduce crashes.

7. Make an analytical study of an accident to determine the primary and contributory factors.

8. Students prepare a self-evaluation scale of their own habits, attitudes and exposure that may increase your accident potential.

9. Using an accident report, ask students to write the cause. Inform them that some people think an accident is a sequence of events. Ask them to hypothesize the sequence and number of events.

10. Students meet in groups of 4-5. Ask them to create, practice, present and explain their "accident." Videotape and discuss the contributing factors and the limitations of accident statistics. One person in each group fill out an accident report following each presentation.

11. Divide class into groups of 4-5. Give each a large sheet of paper with color crayons and ask half the group to draw a "safe" person and the other half an "unsafe" person. They may use stick drawings, words, etc. Each person must contribute something to drawing.

12. Give each student a 20 lb. bag and ask that he draw using colors, pencils or pen *or* cut and paste pictures from newspapers or magazines, so that the outside of his bag displays his safe environment and inside his unsafe environment.

13. Interview three people to determine their philosophy of safety. Compare the findings to the philosophies of safety described in the textbook. In small groups students discuss the implications for safety education in working with people who believe in each philosophy.

14. Students evaluate their own dwelling using a home-site inspection checklist. Summarize the findings and make determinations on the procedures for corrective action on each hazard.

15. How to fall: Demonstrate or have demonstrated by a physical education teacher, how to fall. Have students practice falling forward, falling backward, falling while running (forward and backward roll).

16. How not to fall: On sheet of paper, have students list from most to least serious, their falls, injuries, causes, and lessons learned. In groups have them share this information.

17. Discuss: What are some of the causes of falls and what can you do about it. Show film "Falls are no Fun." Preview, read, discuss "The Ways People Fall." In groups, have students complete "Falls" conditions, rules to prevent sheet.

18. Students evaluate their own dwelling using a poison checklist. Students summarize their findings and develop a plan to make corrective action.

19. Distribute Mr. Yuck stickers from Poison Control Center. Obtain the feelings from a young child about Mr. Yuck. Discuss concept presented in this program.

20. On sheet of paper, have students write what they can do to prevent a poisoning. Have them share this in groups—what would you do and why with "counterdoses."

21. Students demonstrate the House of Electrical Hazards.

22. Stage an incident in which a student feigns choking. Post another student at the classroom door to intercept students who run for help. Show film "How to Save a Choking Victim." Students practice the "Heimlich Method" of dislodging items from the air passage.

23. Student should develop home loss control program, i.e.,

1. Showing safety checklist for physical items
2. Hazardous materials
3. Poisons
4. Firearms

24 On sheet of paper, students write down: a) list of firearms in home and what they are used for, b) when they're loaded and why, c) firearm accidents or near accidents they've been involved in.

In groups, students share a and c and then develop a list of "do's" and "don'ts."

With an assortment of all classes of guns, ask a students to come forward and render a gun safe. Ask all students to write down what they'd do.

Have all students render each gun safe (as mentioned in the film "At Home With Guns"), by opening the action and checking by touch and sight. Discuss wisdom of having gun at home for protection, using "The Gun for Protection: A Loaded Question."

25. At a pool with good swimmer in deep end with arms extended and thrashing, without waving or calling for help, and facing student (shore) with body erect, video tape each student's (with swimming suit on) reaction to drowning situation. Have objects nearby which float (ice chest, milk cartons, PFD's, wood, etc.) and maybe some that don't (metal chairs, etc.) Show video tape and discuss.

Have each student swim 60 feet (most drowning would not occur if all could swim this distance).

Instruct students on following and have them take part: floating, drownproofing, in water with clothes.

26. On sheet of paper, have students describe unpleasant experiences with fire, the responses they made, and what they learned. Students share this in groups.

27. Build some fires (classes A and B, mock of C) and have students extinguish. Discuss.

28. Have students write their response to: "It's 3:00 a.m. and you've been sleeping. Suddenly you hear someone yell fire." What would you do and why? Have students share this in groups of 4-6.

29. Survey of material in schools, industry and place of employment for first aid policies and procedures.

30. Students perform skill work on each other and on "Resuscitation Anne."

31. Students demonstrate their ability to apply the various bandages during a practical examination.

32. Students visit the local rescue squad to determine the various functions, type of equipment and personnel qualifications.

33. Students assess the consequences of their personal experience with traffic crashes.

34. Each student list all the accidents they know about or were personally involved, in which they were not reported.

35. When you are driving safely, what are the motivating factors; when you are driving unsafely, what are the motivating factors?

36. Students examine the effectiveness of past and current highway safety programs which have attempted to prevent accidents.

37. Students discuss the relative merits of the loss reduction concept as applied to highway safety programming.

38. Students examine political, moral, economic and social implications of focusing highway safety efforts on accident prevention and/or loss reduction programs to the exclusion of either one.

39. In small groups, students examine questions such as:
Are we our brother's keeper?
Do I need to help you protect yourself?
What price are we willing to pay?
To what extent am I willing to give up my personal freedom to help others?
To what extent should all accidents be eliminated?
Should people be allowed to have minor accidents to avoid large accidents?

40. Students analyze their own accident to see how man, vehicle and environment factors apply.

41. Students drive on off-street area with car equipped with a brake detonator while another student puts out a road sign. When driver can read the sign, he says "now" and stops as quickly as possible — measure distance and then discuss implications.

42. Students examine their values, such as "time," "economy," "prestige," and "peer approval," to determine the extent each one conflicts with safety.

43. Students describe personal or known accident experiences that were partially caused by vehicle factors. They should also explain the vehicle factors that minimized or maximized injuries and/or property damage.

44. Students demonstrate defective components of automotive systems and determine the role of these items in accident causation; explain procedures to identify potential problems.

45. Students list 20 things they want on the next car they will buy. They should assume they will have

the same amount of money they now have. Modify this list under the assumption they have unlimited funds. Code each item to determine the value being expressed in each selection. E=economy, S=safety, P=prestige.

Repeat experience described above following completion of this unit. What conclusion can you make about your values?

46. Students prepare a chart to illustrate the road handling merits of various vehicle styles.

47. Voting: "How many of you will buy a
    A. small car
    B. medium-size car
    C. large car."

48. Students report on tire safety and maintenance considerations.

49. Students will devise a safe vehicle checklist. This checklist will be synthesized from selected sources. The strengths and weaknesses of at least one vehicle will be determined with safe vehicle checklist.

50. Rank order: What color car will you buy? dark green, yellow, brown, red.

51. Voting: How many would vote for a mandatory seatbelt law?

52. Voting: If you were on the committee to determine auto safety standards for manufacturers, which would you vote for? e.g.,
    Non-rupturing gas tanks—rear-end collisions
    Phystester
    Anti-lock brake systems
    Bright-colored cars
    Cars must be over 3,000 pounds
    Exclude tinted glass (windshields)
    Anti-start seatbelt systems
    Passive restraint systems

53. **Open-ended questions**
    If I were selling a car with bad brakes to a friend, I would. . .
    Would your decision be different if a used car salesman were buying it?
    What would be your decision if the car used a lot of oil?

54. Students debate the advantages and disadvantages of operating different size vehicles in preventing and surviving crashes.

55. **Either/or strategy:** Students stand in one of four corners of the room marked:
    A. I wear passenger restraints all the time.
    B. I wear passenger restraints most of the time.
    C. I rarely wear passenger restraints.
    D. I am opposed to passenger restraints.

    Follow the either/or strategy with value clarifying questions such as:
    When did you begin to feel this way about passenger restraints?
    Have you thought about the consequences of your decision?
    How many of you would vote for a mandatory seat belt law?

56. Students demonstrate the use of selected child-restraint systems and their acceptability.

57. Voting strategy: Would you buy a child-restraint for someone you love?

58. Voting: Would you vote for a state law that would require mandatory use of child-restraint systems for children up to age four?

59. Students drive over a planned route. They conduct self-evaluation of their driving habits after viewing video tape of their performance on the route. Teacher critique will supplement the self-evaluation.

60. Students assist local agencies conduct a bicycle safety rodeo.

61. Students annotate the Wisconsin motor vehicle laws. (See Appendix A).

62. Students develop a position paper to show the relationship of driver and traffic safety education to general education.

63. Students set up and administer psychophysical tests to classmates. They will interpret the results of the tests and determine the compensations for each deficiency.

64. Students construct a detailed budget report, using hypothetical cost estimates for the Board of Education which will show the costs for a driver education program.

65. Students complete the Wisconsin Department of Public Instruction Driver Education Program Approval Form from real or hypothetical data.

66. Students complete the worksheet dealing with organization and administration of driver and traffic safety education. (see Appendix B)

67. Students develop a set of program assumptions including the number of students, time requirements for each phase of driver education, number of teachers available and instructional equipment. Prepare a schedule that maximizes the instructional time for students and is also educationally sound.

68. Students complete all of the necessary letters and forms to secure, register and insure an instructional vehicle. Students assist the local high school or

college driver education teacher obtain driver education vehicles.

69. Students determine an innovative program that will require extra-mural support to initiate. Each student write a complete proposal which could be submitted to a funding agency.

70. Students debate the following proposition: Paraprofessionals can conduct many of the instructional tasks in the driver education classroom and laboratory phases.

71. Students develop a 10-minute slide series and audio tape presentation depicting the purpose, goals and activities of a driver education program. This presentation could be specifically designed for use in meetings with parents at school.

72. Students develop one-minute audio or video tape presentation which communicates a single message related to driver and traffic safety education.

73. Students demonstrate through an individual practical examination, their ability to thread the projector and operate all of the simulation system equipment.

74. Students preview films and note pertinent traffic situations that will require student and/or teacher actions. Student also begins to develop individual lesson plans incorporating the concepts presented in the films.

75. Either alone or in a team, students will conduct driving simulation lessons with beginning drivers. Through this experience the students will demonstrate their level of proficiency for most of the simulation teaching competencies.

76. Students identify and select appropriate equipment and materials for simulation instruction and be able to describe the unique features of the available systems.

77. Students prepare printed policies, regulations and driving procedures for a high school multiple-car off-street driving range program.

78. Students devise a multiple-car off-street driving range facility for a high school program. They may plan the facility around an existing area or a hypothetical area. Special care should be given to devising appropriate learning experiences to help students learn the driving task and to minimize any congestion in conflict areas.

79. Students prepare lesson plans and conduct range lessons to beginning drivers.

80. Students develop a flow chart for teaching an on-street driving skill.

81. Each student develops assigned daily lesson plans when teaching in the dual control car with a beginning driver.

82. Students prepare for the on-street instruction by conducting in-car teaching, with a classmate, of the different lessons to be given to the beginning driver. During these sessions, the students should familiarize themselves with the driving procedures, vehicle operation, teaching method, and routes that will be utilized in the driving lessons.

83. Set up a portable video tape recording system in the rear seat of the driver education vehicle and monitor the teaching behavior during selected lessons. Critique the video tape with the teacher and encourage him to self-evaluate his performance using the attached evaluation forms.

84. Student will develop a checklist from which observing students may rate significant aspects of driver performance. These checklists should provide opportunities for both positive and negative rating of driving performance.

85. Students view and analyze video tapes illustrating model in-car teaching behavior.

86. Students devise learning experiences for the in-car student observer, such as checklists and value clarification opportunities.

87. Rural Driving:
    Seeking control at higher speeds
    Unique rural hazards
    Off-roadway recovery

88. During the next to the last driving lesson, each student will administer a road test to two beginning drivers who have been taught by another student. Conduct a critique session to provide an opportunity for students to exchange information about the strengths and weaknesses of their beginning drivers.

89. **Name tag strategy**
    Students write their first name on a 5x8 card. The one word responses to the questions posed below are listed on the front of the name tag. These responses can be shared in small groups, with other class members. Students may use the word "pass" anytime they do not wish to share information.
    1. List two things in safety that you have recently "stood up and been counted."
    2. List two words about your driving that you do not want on your gravestone.
    3. List six things ending in "ing" that you enjoy doing.
    4. Your favorite city. . .
    5. Where were you born. . .
    6. High school students are. . .

90. Each person is to describe two accidents they personally have had as a driver, pedestrian or

bicyclist. The description should include personal feelings prior to accident as well as behaviors related to accidents. In small and large groups these factors are examined and related to accident causation theories.

91. Students debate the following proposition:
"The accident proneness concept is a myth and too much time and energy have been wasted trying to prove it exists." The following questions should also be examined in the discussion.
    A. Do some people really have more accidents than others?
    B. Are the differences due to differences in how much they drive or where they drive or are there also innate personal differences in people?
    C. Are these differences long-lasting?
    D. What contributions do "accident-prone" people make to the total accident picture?
    E. Are the same people prone to different kinds of road accidents?
    F. What changes are likely to take place in a person's susceptibility to accidents?

92. Develop instrument which student believes identifies behavior that is accident related. Administer to sample population and relate findings to independent criteria. Report to class.

93. **Inconsistencies**
Each person is asked to:
    A. List at least *five ways* in which they behave that is *inconsistent* with what they know to be safe.
        1. In groups of three, share some of these inconsistencies with the group.
    B. List at least *five ways* in which they behave that is consistent with what they know to be safe. (Proud list)
    C. Select one inconsistency and write a self-contract stating what you will do in the next two weeks to change this behavior.
        I learned statements following this experience
        I learned that I. . .
        I re-learned that I. . .
        I am glad that I. . .
        I am sad that I. . .

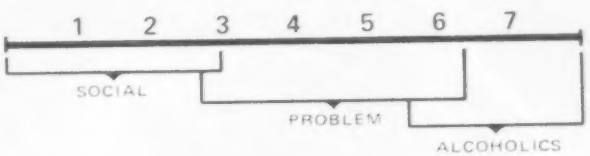
94. Discuss with MVD driver license examiners how they identify physiological deficiencies and compensatory requirements for identified deficiencies.

95. Identify three or four activities (sports, driving, etc.) that you engaged in five or ten years ago and also do today. Compare your performance in the past with today. Also identify factors affecting differences in your performance. (Discuss physiological changes and impact on performance.)

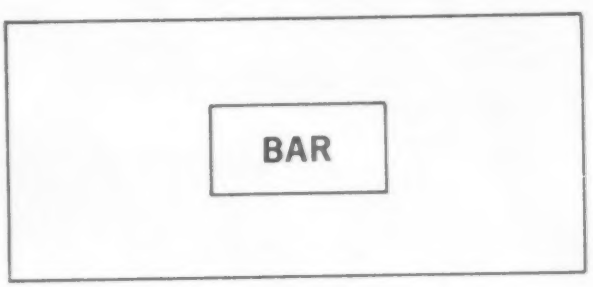
96. Divide class into odd and even pairs; assign to odd pairs the task of developing points there are to support why medical people ought to tell motor vehicle about patients' conditions related to diseases and medicines; assign to even pairs the task of developing points they would use to support why medical people ought not to tell Motor Vehicle about patients' conditions related to diseases and medicines; match an odd and even pair to discuss; after a few minutes, rearrange pairs and change positions on issues for odd and even before discussion.

97. Have students write responses to the following questions:
    1. Do you "drink" alcoholic beverages?
    Describe the reasons for your response and how you came to the decision you did.
    2. How do you decide what and how much alcoholic beverage you will consume on any occasion?
    3. Have you ever driven after consuming alcoholic beverages?
    (Discussion of how we make these choices will provide insight as to the way young people also make their decisions. From the factors identified that influence our decision, we can develop activities to help students discuss and evaluate their own personal choices related to alcohol.)

    People who drink alcohol have been classified as follows:



The diagram below represents the location of the bar at a cocktail party. Indicate the probable position, relative to the bar, of each of the types of drinkers.



List six types of behavior of a person who may be an alcoholic. Where do you place yourself on the continuum? Place an "X" on the continuum indicating where you would like to be.

Write down the things you can do to become the type of drinker you would like to be. In small groups, discuss the responses you have made?

A. If you were told that you have a drinking problem, what would you do?
B. Would it make a difference who told you?
C. When can a person with a drinking problem get help.

98. Each student contributes by preparing a montage or a collage depicting their feelings related to age, alcohol, smoking, carbon monoxide, drugs, etc. In small groups, these are shared and discussed.

99. Select activity that has an element of hazard. Test unsafe and safe behavior in that activity. Report to class.

100. Administer Kogan-Wallach "Choice Dilemmas" test—have student analyze self as a risk taker relative to selected activities in the driving task.

101. In small groups, students discuss:
1. The importance of the "frontier" values in today's society.
2. Should teachers try to change "frontier" values that students may possess.

102. **Value slips**
Approximately 20 selected values and their definitions, such as honest, achievement, justice and loyalty, are written on small slips of paper. Independently, students rank these values relative to their general importance in their lives. In small groups students share the top and bottom four values with classmates. The relationship of each value to safety is discussed. The entire class will vote to determine which values should be included in a high school driver and traffic safety education values curriculum.

103. Students analyze selected case studies of traffic accidents and identify the motivation underlying the driver behavior.

104. IALAC experience depicting the role of self-concept in behavior.

105. Students list five different situations, such as driving, work or play experiences, in which their behavior has placed them in a state of high accident potential. Code each according to the motivation for their behavior, i.e., need being met.
B=basic
S=security, safety
A=affection
P=personal significance, self-esteem
SA=self-actualization

106. Students describe specific instructional strategies designed to motivate students in driver and traffic safety education.

107. **Strength Bombardment**
Strength bombardment is a technique for helping people look at the positive side of themselves rather than at the negative side. Many people tend to emphasize their weaknesses or shortcomings much more than their strengths. Strength bombardment should be used only when the group has had enough time to get to know one another.

Each person is asked to meditate on what they think about their strengths. Such strengths could be social skills, academic skills, manual skills, musical ability, artistic ability, various kinds of appreciation — anything that they feel they are good at. Example: "I am a good driver." "I have a good memory." "I am good at English." "I do well at telling stories to little children."

After everyone has had five minutes to think about their strengths, the first person begins to share all of his strengths. After he can no longer think of any strengths he reads number one side of the card.

NUMBER 1—Do you see any other strengths that I have? (At this point other members of the group identify with what the individual did enumerate on. When no more strengths can be thought of, the individual holds up side number two of the card.)

NUMBER 2—Now that we have mentioned my strengths, do you see anything I do that keeps me from maximizing my strengths? (At this point people in the group share any suggestions that may be good for the individual to know how to maximize his strengths. This then provides a positive approach to what might be termed as negative feedback.) Suggestion: Ask each individual to keep his strengths in mind rather than list them on a card.

Allow 10 to 15 minutes per person for this exercise. It can be embarrassing to run out of time before everyone has had an opportunity to share his strengths.

The group leader may want to have some strengths ready to suggest for each individual in the event that no one else identifies them. However, such strengths are those that keep people from maximizing their strengths. These suggestions must be honest and sincere.

108. Students debate the following proposition: The "style of life" concept is invalid and it is of little value in accident prevention efforts.

109. **Irritations**
A. Each person lists the things that other drivers do that irritate them.
B. Rank-order these irritations (most to least)
C. In groups of three, share these irritations with the group, explain what feelings they have and how they deal with these feelings.
D. Each person lists the things they do as drivers that irritate other drivers.
E. Rank-order.
F. Explain what other drivers do when you irritate them.

110. **Discuss suicide**—Ask students to share:
What would motivate a person to want to die? (Depending on class, students may share if they have wanted to die.)

How can we (teachers, parents, friends, etc.) help people prevent suicide? Should we? (Many people know of someone who has attempted or committed suicide; sharing these experiences can be valuable.)

111. Students examine the supposition that "how a person feels is more important than what he knows."

112. Students use Newmann's *Clarification of Public Controversy* schema to analyze several policy suggestions for accident reduction.

113. **"I Think, You Think."** I think, you think is a group discussion technique to help students compare their perception of what they think others think, with what others really think. Since many decisions are based upon what a person feels others will think it is important that they really know what others will, in fact, think.

Each class member is asked to write his feelings about a position on a controversial issue, i.e., drinking age, to drink or not to drink, being loved or not, drinking at home, etc. The students are then paired and asked to sit directly across from their paired partners. With no conversation, each is now asked to write what he feels his paired partner's position on the topic is and why he feels that is his partners. After two or three minutes, each person is now asked to write what he thinks the person has written about him and why he thinks that.

At the conclusion of the writing, the partners now share information about their position on the topic and their perception of each other. This technique can also be used in having students write how they feel their parents or others really think. It is a fun exercise and can be very helpful in clarifying students', teachers' and parents' perceptions of each other.

114. Use a sheet of open-ended questions that students complete and discuss.
1. I am happiest when. . .
2. I get "up-tight" when. . .
3. Love is. . .
4. The most unforgetable experience in my life was. . .
5. I am afraid of. . .
6. Life would be easier if. . .
etc.

115. Out of the various learning experiences and readings, certain values that appear to be related to unsafe behavior are identified. A daily log of these values are placed on butcher paper and taped to the chalkboard. The cumulative value list will serve as the basis for devising value experiences for students in high school driver and traffic safety education.

116. Develop a list of the student behaviors that are related to teenagers' involvement in traffic accidents.

Each class member will select two of the items listed above—identify a related value and develop a value clarification experience related to the stated value of each of the two items. (Once developed, the experiences are to be used in an actual driver education class or with others and the results shared with class at next session.)

117. In small groups, students discuss questions such as:
1. When they began to drink?
2. Why they decided not to drink?
3. How to become a social drinker?
4. Why do people who drink also drink and drive?
5. Why do people drink excessively?

118. In groups students debate the following proposition: Does a person have to drink in order to have a good time. Abstinence assignment (see Appendix C)

119. Students write out on paper and discuss in small groups how they perceive themselves while drinking and not drinking.

120. **Individual assignment:**
Students develop a one-minute radio or TV message emphasizing responsible drinking and driving during a holiday. An alternative experience is to develop a bulletin board depicting a critical issue in alcohol and traffic safety.

121. Request the local police department to demonstrate the breathalyzer. Suggest that special emphasis be given to the misconception about the breathalyzer.

122. Students develop a model drinking/driving law for our state. Set up a mock legislative session for new drunk driving laws and vote on it.

123. Utilize speakers from local AA, alcoholism rehabilitation center, Alanon, or Alateen.

124. Students conduct a field trip to local rehabilitation clinic and record their observations.

125. Students attend an open AA club meeting.

126. Students compare their drinking habits to that of their family and friends.

127. Students examine curriculum and studies developed by other states and agencies on teacher preparation for alcohol and drug education.

128. Panel discussion: "What are the greatest needs in alcohol education."

129. Ask the local pharmacist to discuss the side effects of drugs.

130. Prepare a list of five major drug problems in your local school or community and at least one recommendation to solve problem.

131. In small groups students discuss questions such as:
1. Should marijuana be decriminalized?
2. Should marijuana be legalized?

132. Students interview three high school driver and traffic safety education teachers to determine the teacher philosophy of teaching and learning, and the tasks conducted by the teachers. Summarize the findings and discuss in small groups.

133. Students observe high school and collegiate teachers and classify the extent to which cognitive, affective, and psychomotor learning is structured. Further, students classify the hierarchy of learning experiences in each domain.

134. Students observe experienced teachers model selected teaching methods. Analyze their findings and evaluate the strengths and weaknesses of each method observed.

135. Students create specific learning experiences and conduct micro-teaching sessions to implement the learning experience.

136. Students debate the following proposition: "Performance objectives are a tool of the school administration to terminate incompetent teachers."

137. Students develop one performance objective and select content, learning experiences, resources and evaluation items for the objective.

138. **Content Analysis**
Students develop their own list of things it is important for driver and other roadway users to know.

Teacher develops a composite list of the items on the chalkboard. Duplicate items are eliminated. In trios, students group the composite list into no more than six categories. The six categories from each set of trios are written on the chalkboard and a composite list of six categories as agreed upon by the entire class is developed.

Each student is to indicate the percentage of time they would devote to each category. In couples, students agree on the assignment of percentages to each category. Averaging of percentages is not allowed. Each student must convince the other of the approximate percentage of time for each category. Repeat this procedure in quartets. Chart and rank the percentages for each quartet.

139. Students devise a learning experience which will require the application of at least one of the thinking operations. Explain their learning experiences to the test of the class.

140. Students observe an experienced teacher and evaluate the quality of the questions initiated by the teacher.

141. Students observe an experienced teacher and analyze the quantity of teacher and student talk.

142. Students select one of the teaching methods studied and conduct a micro-teaching session in class. This session should be video taped and critiqued by the teacher and student.

143. Students analyze the driver and traffic safety education curriculum and develop a list of issues that can be used for debate proposition.

144. Students develop a list of legal, educational and administrative guidelines which are appropriate for field trips in driver and traffic safety education.

145. Students evaluate selected films and filmstrips and devise initiating questions for each.

146. Provide opportunities for students to practice setting up and using the student response system. Give students a practical examination in which they demonstrate competencies with the student response system.

III. APPENDICES

Appendix A
RULES OF THE ROAD

Directions:

1. Identify the section number from the *Wisconsin Motor Vehicle Laws* that describes the correct procedures.

2. Indicate for each situation whether the action taken is LEGAL or ILLEGAL.

SITUATIONS

1. The driver of an automobile makes a U-turn in mid-block in a residential area on state highway 12.
   _____(Section number)
   _____(LEGAL or ILLEGAL)

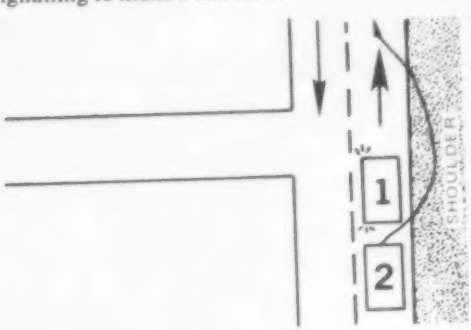
2. Two motorcyclists are riding side by side with each other's permission on the highway.
   _____(Section number)
   _____(LEGAL or ILLEGAL)

3. The driver of an automobile comes upon the scene of an accident and does not stop.
   _____(Section number)
   _____(LEGAL or ILLEGAL)

4. Car 2 speeds up when car 1 begins to overtake him.
   _____(Section number)
   _____(LEGAL or ILLEGAL)

5. The driver of a vehicle parks across the street from a fire station.
   _____(Section number)
   _____(LEGAL or ILLEGAL)

6. Car 2 overtakes car 1 on the shoulder. Car 1 is signalling to make a left turn.



   _____(Section number)
   _____(LEGAL or ILLEGAL)

7. Car 2 flashes his headlights as he begins to overtake car 1 at night.
   _____(Section number)
   _____(LEGAL or ILLEGAL)

8. Car 1 pulls to the right hand side of the road as an oncoming emergency vehicle approaches with red lights flashing and siren operating.
   _____(Section number)
   _____(LEGAL or ILLEGAL)

9. A 15,000 lb. truck follows another vehicle at a distance of 200 ft. for 2 miles on a highway.
   _____(Section number)
   _____(LEGAL or ILLEGAL)

10. Car 1 is being followed by car 2. Car 1 enters the intersection on the yellow light.
    _____(Section number)
    _____(LEGAL or ILLEGAL)

11. A truck that normally carries flammable liquid is empty and fails to stop for a railroad crossing.
    _____(Section number)
    _____(LEGAL or ILLEGAL)

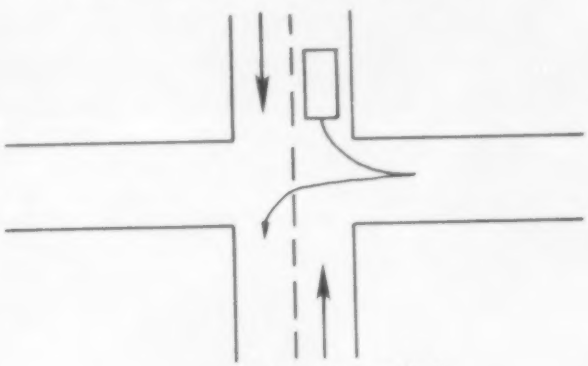
12. A bicycle not equipped with a light is operated on the roadway in the daytime.
    _____(Section number)
    _____(LEGAL or ILLEGAL)

13. A car drives over a fire hose which is being used to extinguish a house fire.
    _____(Section number)
    _____(LEGAL or ILLEGAL)

14. Four small people are riding in the front seat of an automobile.
    _____(Section number)
    _____(LEGAL or ILLEGAL)

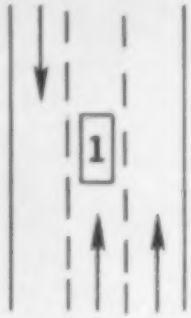
15. Two people are riding on the trunk of a car while in the homecoming parade.
    _____(Section number)
    _____(LEGAL or ILLEGAL)

16. Car backs into the intersection to turn around. Intersection is controlled by a traffic light.



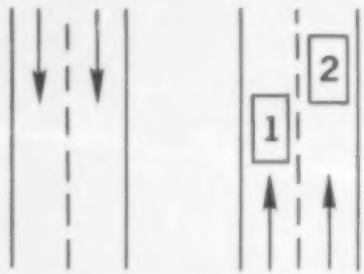
    _____(Section number)
    _____(LEGAL or ILLEGAL)

17. Car 1 is traveling straight ahead on this 3-lane roadway.



_____ (Section number)
_____ (LEGAL or ILLEGAL)

18. Car 1 sounds horn to overtake car 2.

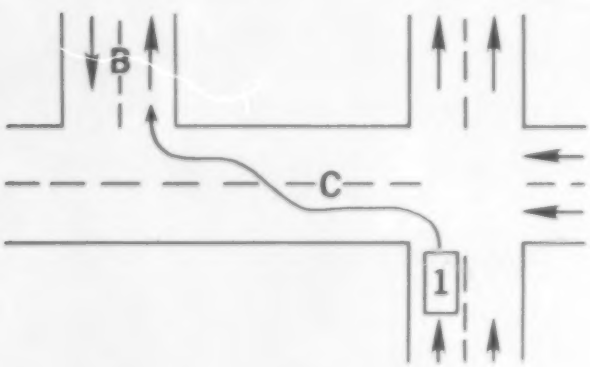


_____ (Section number)
_____ (LEGAL or ILLEGAL)

19. Two bicycles riding side by side on a city street.
_____ (Section number)
_____ (LEGAL or ILLEGAL)

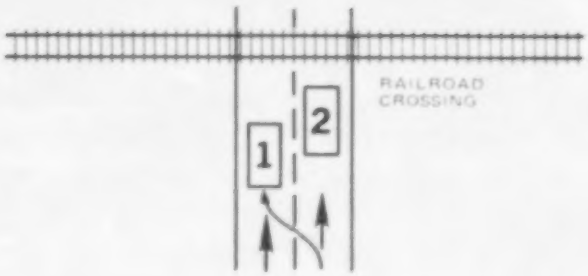
20. Kids tobogganing on the roadway.
_____ (Section number)
_____ (LEGAL or ILLEGAL)

21. Driver 1 wishes to turn left into street C and then right onto street B.



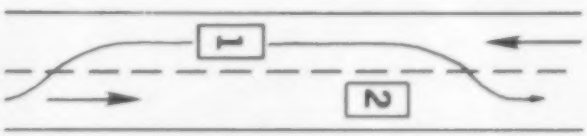
_____ (Section number)
_____ (LEGAL or ILLEGAL)

22. Car 1 overtakes car 2.



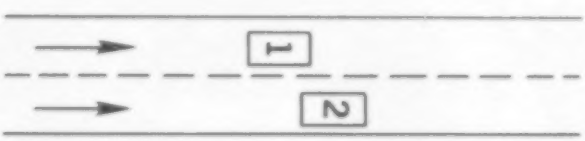
_____ (Section number)
_____ (LEGAL or ILLEGAL)

23. Car 1 overtakes car 2 in a residential district.



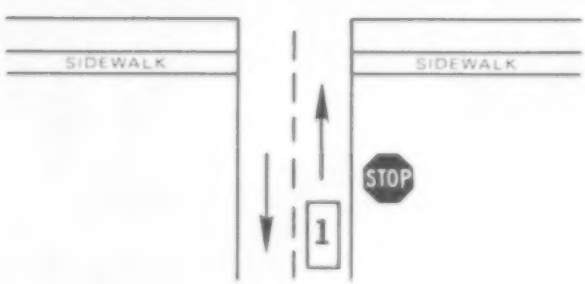
_____ (Section number)
_____ (LEGAL or ILLEGAL)

24. Car 2 overtakes car 1.



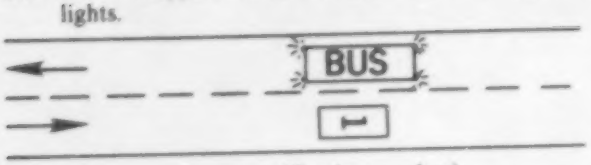
_____ (Section number)
_____ (LEGAL or ILLEGAL)

25. Car 1 stops at stop sign.



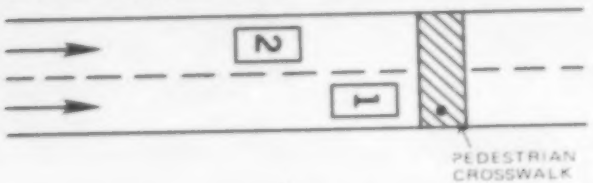
_____ (Section number)
_____ (LEGAL or ILLEGAL)

26. Car 1 stopped for school bus with flashing red lights.



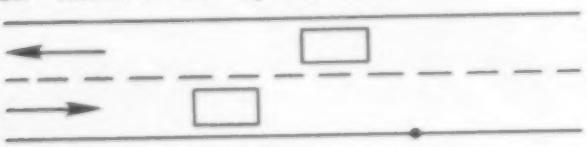
_____ (Section number)
_____ (LEGAL or ILLEGAL)

27. Car 1 stopped for pedestrian. Car 2 passes car 1.



_____ (Section number)
_____ (LEGAL or ILLEGAL)

28. Hitchhiker soliciting a ride.

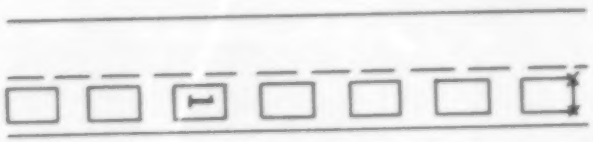


_____ (Section number)
_____ (LEGAL or ILLEGAL)

29. Pedestrian crosses at mid-block without yielding to cars.

_____ (Section number)
_____ (LEGAL or ILLEGAL)

30. Funeral procession. Car 1 is not a part of the procession.



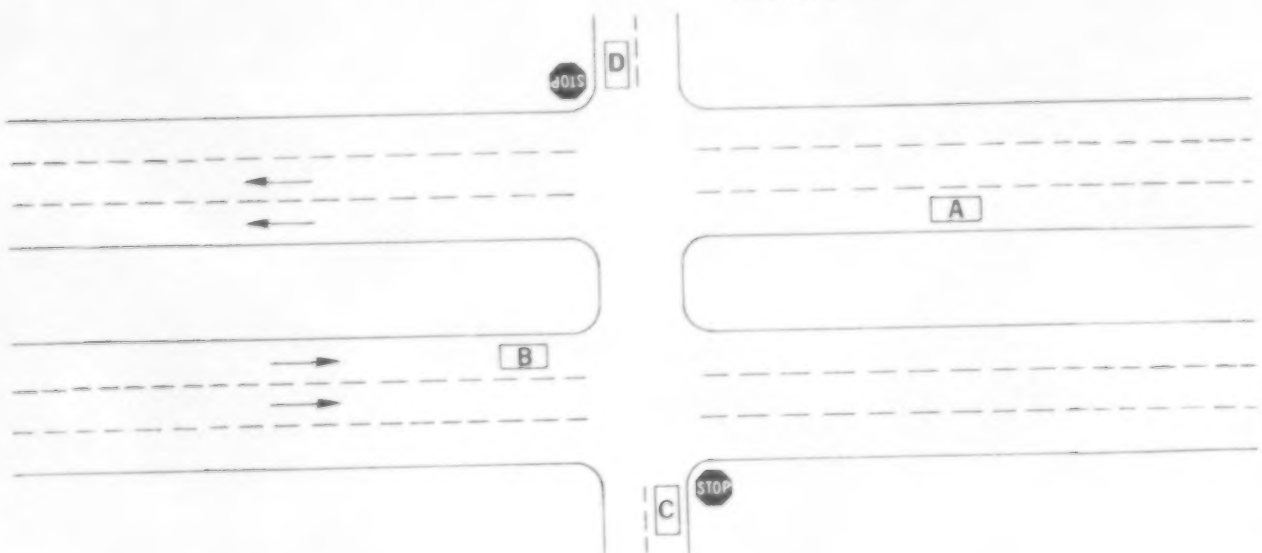
_____ (Section number)
_____ (LEGAL or ILLEGAL)

1. Draw the path taken by car A as it makes a left turn at the intersection.

2. Draw the path taken by car C as it makes a left turn at the intersection.

3. State the order of "right-of-way" for all cars, D and B are going straight.

4. Identify all the "Rules of the Road" by section number that govern the movement of all the vehicles thru the intersection in relationship to the above questions.



Appendix B

1. When should students be scheduled for the classroom phase of driver education?

   _____

   (See ADTSEA recommendation)

2. What are the minimum and maximum age requirements for students to be eligible for on-street instruction?

   _____ _____

   Minimum Maximum

3. What form is used for instruction permit applications?

   _____

4. What are the permit and license fees?

   _____

5. What restrictions are placed upon the holder of an instruction permit?

   _____

   Under 16

   _____

   Over 16

6. What procedures should be followed to minimize confusion in completing the permit and licensing process?

   _____

   _____

   _____

7. What is ADTSEA's recommendation regarding parental involvement in teaching the on-street phase?

   _____

8. What type of records need to be maintained on each student?

   _____

9. What type of information should be communicated to the parents regarding their son or daughter?

   _____

   _____

10. How do the license examiners know when the student is eligible to take the road test?

    _____

11. Identify the procedures to obtain a driver education vehicle?

    _____

    _____

12. Who is responsible for:

    Registering the vehicle _____

    Fee _____

    Insuring and maintaining the vehicle

    _____

    Equipping the vehicle _____

13. What equipment is.

    Required _____

    Suggested _____

    (See ADTSEA)

14. What restrictions are placed on the use of the driver education vehicles?

    _____

    _____

15. What procedures should be followed in returning the vehicle to the dealer?

    _____

    _____

16. What state agency is responsible for approving your program?

    _____

17. How often is the program approved? What must be done if you change your program after it has been approved?

    _____

    _____

18. When do you submit your plans?

    _____

19. What are the time requirements for program approval?

	ADTSEA Recommendations
Classroom	
Simulation	
Classroom	
Simulation	
Range	
In-Car	
BTW	
Observation	

20. What is the maximum amount of time that can elapse between classroom and laboratory instruction?

    _____

21. What must the student do if too much time elapses between classroom and laboratory instruction?

    _____

22. Are students allowed to enroll in laboratory instruction only? _____

    laboratory before classroom? _____

Problem:

1. Your superintendent has asked you the following questions. Utilize the information found below to provide him with the proper answers. (If necessary go three places beyond the decimal point and round off to the nearest hundredth.)

A. How many teachers are needed for classroom instruction? _____

B. How many teachers are needed for on-the-road instruction? _____

C. How many teachers are needed for range instruction? _____

D. How many teachers are needed for simulation instruction? _____

E. What is the cost per student for the entire program (not per phase). _____
   Before aid and fees _____
   After aid and fees _____

F. By keeping the on-street *equivalency* time the same as in a four-phase program, what is the cost difference per student between a four-phase and two-phase program? Use as many on-street vehicles for the two-phase program as you have on-street teachers.

Assumptions

720 students
180 school days
5 teaching periods per day
teacher's salary - $10,000 each
12 place simulation installation
12 car range
30 students in the classroom per hour
1 hour class periods
classroom — 30 hours each student
range—6 hours each student
simulation—8 hours each student
on-the-road—3 hours each student
12 vehicles—$800 each for expenses
range expenses—$500 each year
simulator expenses - amortized over 10 years @ $3,000 per year
maximum lab fees are charged
state reimbursement
  categorical aid
  general aid

Appendix C

ABSTINENCE/OBSERVATION

In a situation where you would normally consume alcoholic beverages, do *not* drink any alcoholic beverage.

Make observations on the following points:

- How did others feel about you not drinking with them?
- What kind of pressures were you under to have a drink?
- How badly did you want a drink?
- How did you feel about your not drinking?
- Did you feel you were left out of the group and/or conversation?
- Did you not have as much fun because you did not drink?

When abstaining, observe how others behave:

- Did they make fools of themselves?
- How many drinks before they showed signs of intoxication?
- How did they differ when under the influence?
- How much did they drink?

Do you feel any different about your drinking after this experience?

The next day, type up your observations of this experience. Add any points relevant that may not be included above. Try to keep this assignment to a 2-3 page paper.

IV. RESOURCES

RESOURCES

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